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ABSTRACT

Program Impact, the Western New York Postsecondary Continuing Education Study, was funded in June 1975 to determine the needs of adults for learning activities and to inventory the educational opportunities available for adults in Western New York for publication in a directory. The directory, "Lifelong Learning Is for Everybody," was published separately in July 1976. This final report offers an introduction to the project, regional characteristics, research methods, and results of the survey. The results deal with: who is interested in participating in education; barriers to educational participation; reasons for participating in adult learning activities; topic preferences of adults; preferred learning conditions; financing adult learning programs; career retraining; and adult advisement. Specific recommendations pertaining to each of these areas are made. (LBH)

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FINAL REPORT ON THE SURVEY OF PUBLIC DEMAND/NEED FOR POSTSECONDARY CONTINUING EDUCATION FOR ADULTS (LIFELONG LEARNING PROGRAMS) IN WESTERN NEW YORK

AUGUST 1976

by

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HE008402

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SUMMARY OF RECOMMENDATIONS

This summary section is located at the beginning of the report in order to allow quick and easy perusal of the general recommendations being made. With each group of recommendations there is a page reference to the chapter containing the data which serves as a basis for the recommendations.

- An analysis of the material in the chapter on Regional Characteristics (page 19) suggests that providers of educational activities for adults should:

1. Consider planning and implementing more educational options in extension centers and through programs requiring little or no on-site training (eg. television courses) in the areas of lowest population density (Chautauqua, Cattaraugus, Allegany and Wyoming Counties).
2. Plan and implement more programs specifically for non-whites in Erie and Niagara Counties, where most of the region's non-whites live.
3. Consider the low average annual family income in the region, especially in the three counties of the Southern Tier, when pricing educational programs. Attempt to provide more low or no cost programming for needy citizens.

- An analysis of the material on the question of Who is Interested in Participating in Education (page 43) suggests that providers of educational activities for adults should:

4. Increase the number of educational programs in the region to accommodate the nearly 60% of the adult population interested in educational participation.
5. Schedule programs very carefully to mesh with the constraints of the work lives of employed respondents so many of whom report an interest in educational activities.

6. Plan and advertise programs which will entice more of the respondents who are not interested in educational or training activities into becoming involved. Particular target groups should be housewives and retired persons.

7. Attempt to change the views of housewives and retired persons who tend to associate education with youth and/or with people wishing to prepare for careers. Emphasis should be placed on the advantages of educational participation throughout life.

8. Devise learning activities which will be considered useful and enjoyable - potential success experiences - by those adults who may not have been favorably impressed with education in the past.

9. Continue to provide educational programs for people who have larger incomes as they are highly likely to be interested in education. In addition, programs should also be devised which are directed to the needs and interests of less advantaged groups.

■ An analysis of the material on the question of What Are The Barriers to Educational Participation (page 49) suggests that providers of educational activities should:

10. Combat the major barriers cited by respondents interested in educational participation but presently uninvolved in it. (These are lack of time, job responsibilities, home responsibilities and cost.) Course times and locations should be carefully scheduled. Guidance services should be provided to aid students in setting priorities and in reorganizing their time. Finally improvement in financial aid for adults should be given high priority.

11. Combat the major barriers listed by respondents uninterested in education (i.e. lack of time, age, general disinterest in education and job and home responsibilities) by scheduling learning activities at convenient and attractive places and times, in addition to carefully planning the content and presentation of the educational programs to increase their appeal. A special attempt should be mounted to reeducate older Americans on the possible uses of educational experience especially as a means of relaxation and enjoyment.

■ An analysis of the material on the questions asking the Reasons for Participating in Adult Learning and for Topic Preferences (page 56 and page 61) suggests that providers of educational activities should:

12. Develop programs in concert with business and industry leading to occupations or occupational improvement that would maximally engage the energy of persons motivated by job-related reasons to participate in education.

13. Recognize that personal enjoyment is a major reason for persons becoming involved in educational activities. Programs, courses and activities should be enjoyable, challenging, convenient and attractive.

14. Attempt to be more sensitive to the topics of interest to adults, especially occupational subjects, general interest courses and recreational courses. Incorporate into educational planning the finding that a larger market exists for vocational programming of a non-professional nature than for vocational programming of a professional nature.

■ An analysis of the material in the chapter on Preferred Learning Conditions (page 56) suggests that providers of educational activities should:

15. Offer a variety of types of formal recognition to adults completing learning activities. Among those popular with adults are degree credit, skill certificates or licenses and certificates of satisfactory completion.

16. Be careful to offer options for formal recognition to those completing courses designed for or most popular with women, persons in lower socio-economic levels and retired and/or older adults.

17. Take care, when planning courses designed to be job-related, to award those types of credit or recognition most appropriate to the job requirements of the occupations in question and thus most recognized by employers.

18. Attempt to alter the degree of reliance upon the classroom lecture method of organizing learning activities. Respondents want methods of instruction to be more oriented toward field work and on-the-job training.

19. Continue to schedule programs which have an acknowledged sponsorship by educational institutions such as colleges, community colleges and secondary schools. However better information should be provided on who sponsors which courses and programs, as 24.4% of the adults who are interested in taking a course are unclear as to who should be the sponsor.

20. Continue to locate much of their programming at educational institutions, nonetheless developing the capacity to operate some educational programming at or near home or job site.

21. Attempt to keep to a minimum the commuting distance to adult learning activities. (The most popular distance was ten miles.) Consider differences between target groups in distance willingly traveled and in time willingly spent in travel, when planning and marketing programs for these target groups. For example, elderly persons are willing to travel shorter distances to educational programs than young people.

22. Consider street safety when locating and timing programs for women and older people, since they see danger in the streets as a barrier to educational involvement.

23. Consider scheduling preferences carefully in the planning of educational activities, especially the healthy interest in daytime programming for adults in addition to the market for more traditionally scheduled evening programs.

24. Attempt to find funds to establish childcare facilities, since women from 18 to 46, especially those in the 26-35 year range and non-white women are strongly limited from educational participation by the lack of these facilities.

25. Resist any tendency to segregate students by age. The preference of the respondents was to participate in courses with new people of different ages and types.

■ An analysis of the material in the chapter concerned with Financing Adult Learning (page 87) suggests that providers of educational activities should:

26. Attempt to make financial aid more generally available or to provide courses that are low in cost. (20% of the people interested but not involved in education regarded it too costly.) Lobby for publically funded programs providing financial aid to adults, since most respondents felt that approximately half of the cost of adult courses should be borne by the public. (Some felt a needs criteria should be met to receive public financial aid.)

27. Attempt to make information about costs and available aid more readily available to the public. The information gap in this area is serious. For instance 21% of all adults interested in taking a course or activity didn't know how much tuition was right for them to pay.

■ An analysis of the material on Career Retraining (page 97) suggests that providers of educational activities should:

28. Be aware of the fact that interest in career change and in education to help in changing careers is very high in Western New York and exists throughout the life cycle. (Over one quarter of the adult population participates or desires to participate in learning activities directed toward career change and over one third of the adults 46-55 years old wish to begin new careers.) Educators must be sure that career training and educational programs can be used as retraining or reeducational programs. Programs should not be designed just for youths nor marketed in a fashion appealing only to the young.

29. Attempt to focus more attention to the even more noteable need for certain segments of society to have better options to use as tools for changing careers. Especially persons in lower socio-economic groups - city and rural residents, non-whites, blue collar and service workers, the less financially well off - who want educational programs to help them change their positions in society.

30. Become more active in determining the business and industry needs reflected by economic conditions and establish more flexible procedures for developing and implementing new educational programs that can meet the above stated needs. Programs that allow adults to change careers should not lead to jobs that are not needed.

■ An analysis of the material from the chapter dealing with Adult Advisement (page 111) suggests that providers of educational activities should:

31. Work to increase educational advisement and means of obtaining information about programs and options for the adults of the region. Publicize the location, nature, and extent of such services. While all groups are anxious to have better access to advice and information, it is more crucial that improvements be attempted that can reach the less fortunate groups. They need to have more and better counseling services, with improved access to educational information in order to increase their participation in educational and training programs.

FORWARD

Program Impact, the Western New York Postsecondary Continuing Education Study was funded in June 1975 to conduct a survey to determine the needs of adults for learning activities and to inventory the educational opportunities presently available for adults in Western New York for publication in a directory.

This report is the result of the former activity. The directory, "Lifelong Learning is for Everybody",was published separately in July 1976. Direction, supervision and substantial aid on all phases of the project was provided by members of the Planning and Advisory Committee representing the 18 colleges and universities of the Region and a large number of other educational organizations, community, cultural and governmental groups and agencies (cf. page 7). The project was conducted under the aegis of the Western New York Consortium of Higher Education, chaired by Father J. Demske in 1974-75, Dr. Dallas Beal in 1975-76 and Dr. E. K. Fretwell in 1976-77.

The project is indebted to many individuals in addition to the committee members. The contributions of Mr. Ray Conjeski of the Survey Research Center serving as liaison and coordinator was invaluable at all stages of the project. I would also like to thank Dr. Donald Brutvan, the fiscal supervisor and representative to Program Impact from the State University of New York at Buffalo, for his extensive interest in the project and his guidance and support.

Also the project should single out for particular thanks Ms. Ruth R. Anderson, the Administrative Assistant, and Mrs. Joyce E. Hough, the Project Secretary, for their devotion to the myriad of details and important tasks that were associated with preparing this report. Finally, the contribution of Ms. Kathleen A. Robison, Research Associate, who was primarily responsible for analyzing, interpretation and preparation of the data for publication must be acknowledged. Although involved in many other aspects of the project, she was able to devote the long hours needed to prepare virtually the entire document. My own contributions were in the area of project development and management, survey instrument development and in limited writing and editing; thus my sincere thanks and that of all persons associated with the project goes to Kathie for providing this region with a report of such magnitude and specificity.

Phyllis S. Herdendorf, Project Director
August, 1976

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1975 - 1976 PROJECT YEAR

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Funding for this project was provided by a federal grant under Title I of the Higher Education Act of 1965, administered by the New York State Education Department.

I. INTRODUCTION

The mission of the project being reported in this document is the improvement of educational opportunities for adults in Western New York through more effective Continuing Education and Lifelong Learning programs.

Continuing Education programs are defined as those postsecondary educational programs and learning activities sponsored by various institutions for people whose major responsibilities in life are not directly related to school, college or university programs of study. The concept of Lifelong Learning is more encompassing than Continuing Education, in that all learning activities, training programs and courses of study sponsored by organizations, agencies, service groups and employers as well as educational institutions are considered to be offered in the cause of furthering Lifelong Learning. Learning as it is stated in these two definitions is considered by this project to be a public resource. The hope of the people involved in the project is that this important resource might be made more readily available to all residents of this region who want or need it. Additionally it should be said that it is the learning activities beyong secondary school that are the main concern in this report, since all persons are assured of access to educational programs, through the excellent public school systems of this part of the state, until they have completed the second level of schooling.

Shortly before preliminary planning began for the project to survey adult educational needs in Region I (Western New York), a nation-wide conference of higher educators was conducted which was to have great effect upon the project as it came into being. This 1974 conference of the American Association for Higher Education was entitled "Lifelong Learners - A New Clientele for Higher Education." Among those speaking at the conference were Ernest L. Boyer, Chancellor of the State University of New York, James O'Toole, Chairman of the H.E.W. Task Force on Work in America, James R. Gass, Director, Centre for Educational Research and Innovation, Organization for Economic Cooperation and Development (OECD), and David J. Culbertson, President of the Xerox Educational Group.

Boyer gave the initial speech at the conference. As a university chief executive he proposed that colleges and universities should stop being youth ghettos and adapt to the needs of older citizens. He felt that higher education should recognize the ever increasing demand for intermittent learning, recurrent learning and lifelong learning. He saw becoming involved in such new structures of learning as a means of revitalizing Academia, both financially and spiritually.

Gass spoke mainly about the movement in Europe toward Lifelong Learning in a recurring structure that might well involve a basic structural reform of education. He felt the possible forms which the new structure might take would be dominated by alternating periods of work and education throughout life. Gass advised that a new partnership between educational organizations, employing organizations and other social institutions must be forthcoming if educational institutions are to avoid an eventual and unfortunate demise.

Both O'Toole and Culbertson spoke in a similar vein but directed their concern to the situation in the United States that exists at the "nexus of education and work." Culbertson suggested that corporations can do a better job in training and retraining people for work than educational institutions have been doing and illustrated how it is being done. O'Toole spoke about the need for drastic changes in education as it is presently available beyond high school. Changes inside the present educational structure are necessary because of changes in our present society. More flexibility is needed, more relevance to all people, not just those between 18 and 22. Educational and training programs are relevant needs of people throughout their lives. People need more than one chance to choose an occupation in which they can achieve success or satisfaction.

The emerging concept called Lifelong Learning had considerable impact on the planning of a project to improve education for the adults of Western New York. Early meetings were held at numerous locations throughout the region to stimulate support for a research project in continuing education. From these meetings there arose a consensus that the region could best address the problem from the perspective of the Lifelong Learning concept discussed at the 1974 AAHE conference and in the reports of major nation-wide studies and task forces. Boyle, Gass, O'Toole, Culbertson and other well-known spokesmen for the concept had called for cooperation between all types of providers of learning activities and organizations, groups and persons interested in postsecondary learning options. Agreement that this type of cooperation was essential to the successful operation of a project based on this concept was at a very high level in Western New York in 1974. Hence attempts were made to forge a project organization truly representative of the region.

As the organization of the project made progress, new participants had to be convinced that the idea of Lifelong Learning was desirable for this region. There were generally recognizable trends which could be cited to such individuals, eg.:

1. Learning beyond high school is no longer considered by many people to be education for life, but rather it is a part of life. Today's adults need opportunities throughout life to adapt, renew themselves and acquire new training and new knowledge. The ratio of older adults to persons under 21 on campuses has been increasing steadily in recent years and the number of adults participating in educational activities has been on the rise.

2. There is considerable evidence of the progressive reduction in this region in total hours of work needed per lifetime. Adults have more free time for additional education to improve work status or to devote to a change in lifestyle or to devote to recreation, hobbies, and/or "moonlighting."

3. The concept of a normal working day is changing. Many people want to work part-time or have irregular work schedules. Women are often demanding other than ordinary work schedules both in relation to their home responsibilities and to outside employment. Older citizens are looking for less strenuous and more flexible work situations also.

In addition, nationally collected data were available on the changing educational scene. During the 1970's numerous influential task forces charged with studying postsecondary education presented recommendations, drawn from carefully conducted studies, that support changing the educational systems of this country to accomodate older students more readily.

In 1971 Frank Newman chaired a Federal Task Force on Higher Education which recommended changing Higher Education into a more flexible system with more diversity and more creativity.

In 1973 the Carnegie Commission report, "Toward a Learning Society,"[1] talked about society entering a new stage in which the learning Society could be a better society. The new society would be one of more and better options and it would replace one where people were more likely to be "tracked" for life. Among the central recommendations of that report were:

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[1] Carnegie Commission on Higher Education, Toward A Learning Society, Alternate Channels to Life, Work and Service, McGraw Hill, 1973, pg. 15.

- "That postsecondary education should be concerned comparatively less with the welfare of a minority of the young and more with that of a majority of all ages
- That more and better channels for all of youth should be created into life and work and service; for the one-half that do not now go to college as well as for the one-half that do go
- That age should be welcomed along with youth into the facilities for education; that continuing education, like libraries and museums, should be open to all ages; that the educational barriers separating the age groups be removed
- That education should help create an easier flow of life for all persons from one endeavor to another; that it be a more universal tool of leverage on the processes of life; that, in particular, the walls between work and education and leisure be torn down
- That new policies, reflecting these goals, be developed on financing, accreditation, and coordination"

Also in 1973, the Commission on Non-traditional Study recommended that all persons be given more opportunities to engage in learning activities that were scheduled at times and places which worked better for adults. The recommendations also reported by that commission in Diversity by Design called for improving education for adults by providing information and counseling services, educational activities other than college degree programs, and evaluation of non-traditional learning or training activities. Also cited as needed was cooperation between colleges and the other agencies or organizations concerned with adult human services. And especially to be noted was the general call for more support services for adults, and increased provisions for lifelong educational options.

Educators in Western New York were ready to react to the recommendations of the commissions and task forces of these years. The organization of their project had been developing over the same period that many of the reports were being published. Individuals at several higher educational institutions had become aware of the possibility of obtaining funds from H.E.W. to work toward better educational opportunities for the adult population. Interest had increased and a representative had been sent to meetings in Albany to become better prepared to proceed with the writing of the grant proposal to be submitted to Program Impact of the Higher Education Act of 1965, Title I: Community Service and Postsecondary Continuing Education Programs. (In subsequent years, the words Program Impact were deleted from the title of the federal program. They were retained in Western New York's project as people were becoming acquainted with that as a project name and were identifying it with matters concerning education and training for adults.) Then in the Fall of 1974, the process of organizing the research reached a crucial stage.

After a letter asking for a commitment of interest was sent in September 1974 to all Western New York Consortium members by President Ketter of State University of New York at Buffalo, the representatives of D'Youville College, Trocaire College, Daemon College, State University College at Fredonia, Empire State College, Alfred State Agricultural and Technical College, St. Bonaventure University, Houghton College, Erie Community College, Villa Maria College, Niagara University, Jamestown Community College, Niagara County

Community College, Medaille College, Hilbert College, Canisius College, and Buffalo State College gathered at a founding meeting and agreed to proceed with a project that would address the concerns of Postsecondary Continuing Education/Lifelong Learning.

At the same time representatives of other institutions and agencies engaged in or interested in Adult and/or Continuing Education responded to the idea of such a project as it was presented to them by Dean R. Berner of the Division of Continuing Education at State University of New York at Buffalo, and his assistant Phyllis S. Herdendorf. All the organizations contacted showed great interest in such a regional effort. The organizations in these categories were represented also at the initial founding meeting, and included the Buffalo Area Chamber of Commerce, Buffalo Department of Community Planning, Buffalo and Erie County Library System, Lakes Area Regional Medical Program, Chautauqua Institution, The Kenan Center of Lockport, New York, Erie County Department of Planning, Buffalo Public School Adult Education Program, the Western New York AFL & CIO Council and Bryant and Stratton Business Institute.

The Program Impact Planning and Advisory Committee, a policy setting group was formed at this meeting in November 1974, and consisted of all these representatives. Out of this large and diverse Planning and Advisory Group a smaller steering committee was formed to supervise the writing of a draft proposal.

The entire Planning and Advisory Group was in substantial agreement on the problem as it was stated in the grant proposal guidelines with its specific five (5) concerns. There were needs in Western New York for:

1. generating data as a basis for sound planning
2. inventorying extant programs
3. structuring counseling, guidance and referral systems
4. developing means of supporting and evaluating new programs
5. involvement in the formulating of a comprehensive state-wide plan for postsecondary continuing education

It was decided that the long-range goals of Program Impact would be to address all the concerns stated in the guidelines, but the more immediate goals would be the first two. Slightly reworded to better fit the structure of the proposal, they are stated in some detail below:

1. A SURVEY OF PUBLIC DEMAND/NEED FOR POSTSECONDARY CONTINUING EDUCATION FOR ADULTS IN WESTERN NEW YORK SHOULD BE CONDUCTED (GOAL #1)

The objectives of a survey of a stratified, random sample of the population in Western New York (Chautauqua, Cattaraugus, Allegany, Wyoming, Erie and Niagara Counties) would be to obtain and organize data such as:

- the proportion of the adult population currently engaged, or recently engaged, in learning activities;
- the proportion of the population desiring to undertake learning activities;
- the perceived major obstacles to undertake such activities by those who want to learn,
- the subject-matter areas people are interested in studying;
- the perceived reasons for learning;
- the perceived importance of obtaining official recognition of the involvement and/or achievements in learning;
- the desirability of obtaining degrees, diplomas, etc., for the completion of a certain level of educational activities;

- the most frequently preferred learning modes;
- the range of expenses which respondents are willing to bear;
- the best means of providing for the educational needs of intermittent clients (unemployed for example);
- the need/desire to undertake a career-retraining program;
- the need/desire to be involved in an educational guidance program.

2. AN INVENTORY OF OPPORTUNITIES IN POSTSECONDARY CONTINUING EDUCATION FOR ADULTS IN WESTERN NEW YORK SHOULD BE CONDUCTED (GOAL #2)

The objectives of an educational inventory would be to identify the opportunities presently available in Western New York (Chautauqua, Cattaraugus, Allegany, Wyoming, Erie and Niagara Counties) by:

(a) seeking out, collecting and organizing existing data* related to, Postsecondary Continuing Education (Adult Learning Activities) offered and recorded at this time by higher education, cultural, social, community and business institutions, organizations or agencies.

(b) exploring effective means of continually monitoring data about such learning opportunities in Western New York with the intent of having up-to-date information available at any time in the future.

* The data sought, collected, organized and made publicly available in a Directory would include:

1. curriculum of provider
2. enrollment procedures
3. guidance, counseling programs
4. financial information
5. availability and use of educational technology
6. organizational structure of provider
7. non-traditional approaches
8. Consortia arrangements, transfer policies

9. student characteristics
10. faculty and physical facilities available
11. job-market-student placement facilities
12. research being done by provider in continuing education
13. opportunities in career-retraining and education for career changes by adults.

Thus, the project to improve education for adults in Western New York was formally launched in the Summer of 1975 under the title of "Program Impact, The Western New York Postsecondary Continuing Education Study." Funding from the Higher Education Act, Title I, allowed the project to begin its inventory of extant programs and the survey of the needs and desires of adults for educational and training opportunities in Region I. It was assumed that data collected would agree with many of the recommendations of the national studies and that residents of Western New York did want and feel a need for Lifelong Learning options. However the careful surveying stipulated in the project proposal was expected to provide reliable data upon which to base changes in present programming and new programming that would be relevant to the particular needs of this region.

In the pages that follow the results of the Survey of Need for Educational Activities is reported along with a chapter giving a profile of the region obtained from the United States Census figures. That chapter and each of the chapters discussing the analyzed survey data contains recommendations which are pertinent to the goal of realizing a Lifelong Learning Society in this part of New York State. Also included in this document is a detailed description of the research method used and copies of survey instruments.

The results of Goal #2 (the Inventory of Extant Programs) is available in a separate report. It is called "Lifelong Learning is for Everybody - A Directory of Educational Opportunities for Adults in Western New York." Published in July 1976, it was organized with a format that allows it to be used readily by the general public of this region as well as by persons from outside this region who are interested in the studies conducted by the project.

Other reports are available separately as well, eg., reports on adult counseling, regional demographics, employer's views on education and training. However the main result of the extensive survey effort follows.

A Selected Bibliography

Books and articles consulted frequently or extensively in developing the project and proceeding with the research.

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New Students and New Places (Carnegie Commission, 1971)
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Reform on the Campus: Changing Students (Carnegie Commission, 1972)
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"Lowering the Barriers for Adult Learners" (A spe[illegible] P. Cross, 1974)
Beyond the Open Door: New Students to Higher Edu[illegible]. P. Cross, 1971)
Education and Working Life in Modern Society (Or[illegible]on for Economic Cooperation and Development, 1974)

II. REGIONAL CHARACTERISTICS

Geographical Setting:

For purposes of planning and coordination, the State Education Department has divided New York State into eight higher education regions. One of these, the Western New York Region, is the area of special interest in this investigation. It consists of the following six counties: Allegany, Cattaraugus, Chautauqua, Erie, Niagara and Wyoming. The counties are clustered at the westernmost end of the state (see map).* Bordered on the south and west by Pennsylvania, the region is bounded by Lake Erie to the northwest and Lake Ontario to the north. The two lakes are connected by the Niagara River.

The location of the northern two counties along the Great Lakes and the Niagara River had a considerable influence on their development. Early settlements were made along these bodies of water. With the completion of the Erie Canal linking Albany on the Hudson River to Buffalo on Lake Erie, the eastern coast was connected to the lake ports of the midwest. Buffalo became a center of commerce, an inland port city, into which flowed masses of raw materials and thousands of immigrants from many countries. Buffalo and the surrounding areas became metropolitan in nature as industries were established. These industries utilized the influx of resources, producing finished products which were shipped both east and west. A further spur to the economic development of this area was the harnessing of the power of the Niagara River for the production of large quantities of electrical energy. Thus a concentration of industry resulted along the shores of Lake Erie and the Niagara River from Lackawanna, south of Buffalo, through Buffalo itself

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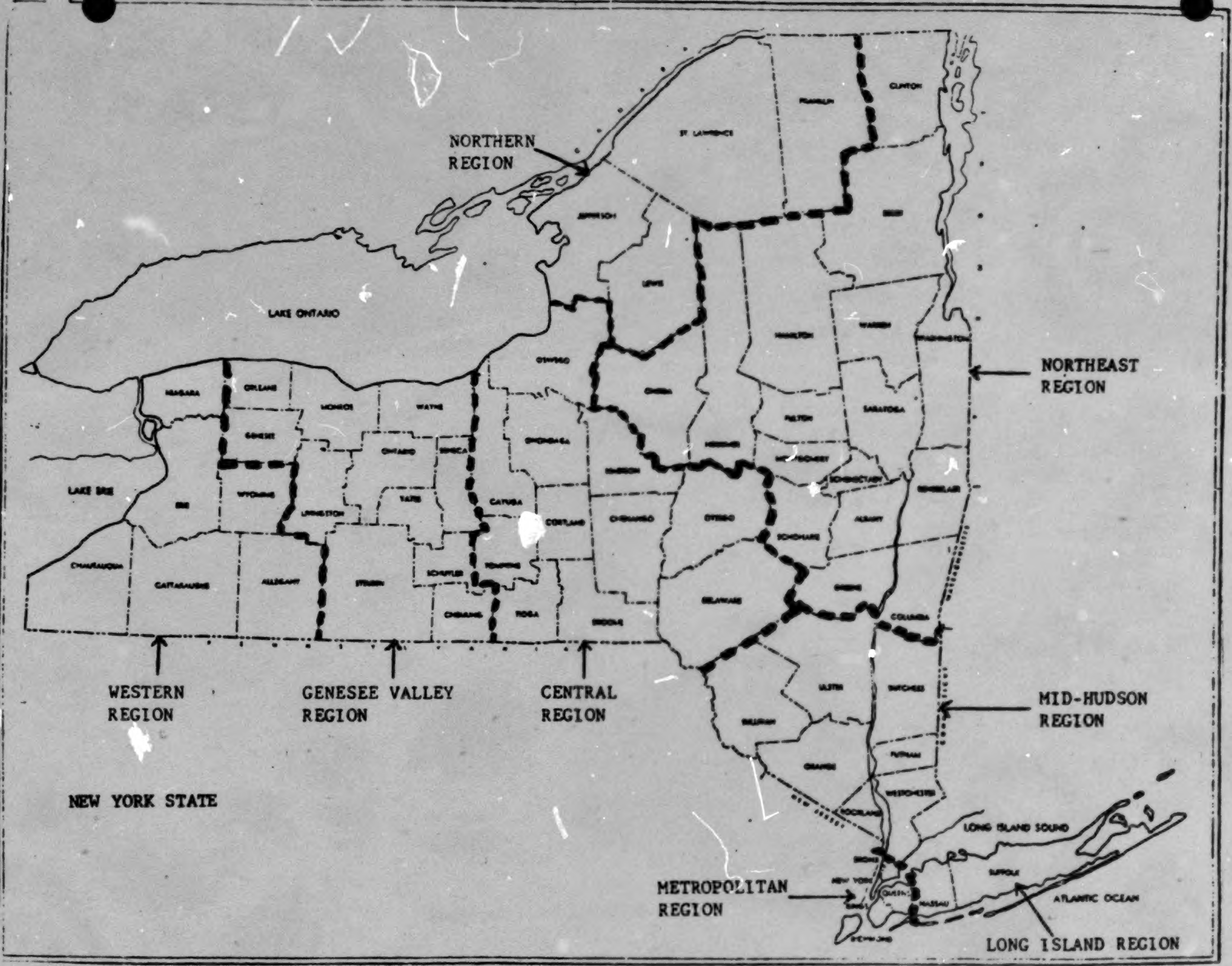
*The Map of New York State showing the Western New York Region follows this page.


NORTHERN REGION
NORTHEAST REGION
MID-HUDSON REGION
WESTERN REGION
GENESEE VALLEY REGION
CENTRAL REGION
METROPOLITAN REGION
LONG ISLAND REGION
NEW YORK STATE
LAKE ONTARIO
LAKE ERIE
LONG ISLAND SOUND
ATLANTIC OCEAN
ST LAWRENCE
FRANKLIN
CLINTON
JEFFERSON
LEWIS
HAMILTON
WARREN
WASHINGTON
OSWEGO
ONEIDA
HERKIMER
FULTON
SARATOGA
ONONDAGA
MADISON
CAYUGA
CORTLAND
CHENANGO
OTSEGO
SCHOHARIE
ALBANY
RENSSELAER
DELAWARE
GREENE
COLUMBIA
ULSTER
DUTCHESS
SULLIVAN
ORANGE
PUTNAM
WESTCHESTER
ROCKLAND
BRONX
NEW YORK
QUEENS
NASSAU
SUFFOLK
RICHMOND
NIAGARA
ORLEANS
MONROE
WAYNE
GENESEE
ONTARIO
SENECA
ERIE
WYOMING
LIVINGSTON
YATES
CHAUTAUQUA
CATTARAUGUS
ALLEGANY
STEUBEN
SCHUYLER
TOMPKINS
CHEMUNG
TIOGA
BROOME

and on to the Tonawandas and Niagara Falls in the North. The areas surrounding these locations have become increasingly urbanized and in recent years the suburbs have been steadily expanding farther and farther inland.

The only other city of any size within the region is the small City of Jamestown. Located on the southern shore of Lake Chautauqua in Chautauqua County, it was established by Swedish settlers, farmers and skilled wood craftsmen. Jamestown became a center of the fine furniture industry and this industry plays a major role in its economy to the present day.

Population and Population Growth:

The United States Census Bureau estimates the 1970 population of the region at 1,662,328 persons, an increase of 3.2% from the 1960 census. This rate of increase is less than half the growth rate in New York State as a whole and less than a third of the growth rate nationwide (See Table 1).

Wyoming County registered the largest percent population increase (8.3%), almost equalling the state increase. Allegany County experienced the second largest increase (5.7%). Neither of these counties account for more than 3% of the region's population. In contrast, the County of Erie with the third largest population increase (4.6%), is the most populous county. Chautauqua, Cattaraugus and Niagara Counties registered very little change, with Niagara County actually showing a slight decrease in population (-2.7%). Obviously the region is not keeping abreast of the national or even the state growth rate. This seeming stagnation may be the result of the region's depressed economic conditions which discourage people from moving here as well as encouraging people to move away.

TABLE 1

Selected Population Characteristics of the Western New York Region by Counties, 1970

County	Population[a]	%Change 1960-1970[b]	% Region Pop.
Allegany	46,458	+ 5.7	2.8
Cattaraugus	81,666	+ 1.9	4.9
Chautauqua	147,305	+ 1.3	8.9
Erie	1,113,491	+ 4.6	67.0
Niagara	235,720	- 2.7	14.2
Wyoming	37,688	+ 8.3	2.2
Western New York Region	1,662,328	+ 3.2	100.0
New York State	18,241,266	+ 8.7	
United States	203,235,298	+ 13.3	

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[a] New York State Department of Commerce, *Profile of People, Jobs and Housing: New York State*, Business Fact Book, Part 2, 1972 Edition.

[b] 1960 data on which computations are based were taken from U.S. Department of Commerce, Bureau of the Census, *1960 Census of Population*, Volume 1, Part 34.

A more complete understanding of population patterns within the region may be gained by examining measures of urbanization. Table 2 confirms what the population figures in Table 1 only suggest, that there is a considerable difference across the region in the concentration of the population. Although both Erie and Niagara Counties are highly urbanized[1] and both counties have high population densities, Allegany, Cattaraugus and Wyoming Counties have relatively small urban populations and extremely low population densities. Thus the stunted growth rate in the area cannot be blamed on saturation of the available land.

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[1] According to the U.S. Census Bureau, urban population includes all persons living in incorporated or those unincorporated communities of 2500 population or more identified by the U.S. Bureau of the Census, or in the densely settled urban fringe around cities of 50,000 or more inhabitants. U.S. Department of Commerce, Bureau of the Census, *County and City Data Book*, Washington, D.C.: U.S. Government Printing Office.

TABLE 2

Selected Urbanization Characteristics of the Western New York Region by Counties, 1970

County	% Urban Pop.[a]	Land Area in Sq. Mi.	Density Pop. per Sq. Mi.	% Difference[b] in Density 1960-1970
Allegany	20.7	1040.9	45	+ 7.1
Cattaraugus	35.7	1360.1	60	+ 1.7
Chautauqua	54.8	1114.8	132	+ 1.5
Erie	87.8	1100.3	1012	+ 4.5
Niagara	72.1	555.3	424	- 1.8
Wyoming	29.4	594.0	63	+ 6.8
Western New York Region	76.9	5765.4	288	+ 3.2
New York State	85.5	47831	381	+ 8.5

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[a] New York State Department of Commerce, Profile of People, Jobs and Housing: New York State, Business Fact Book, Part 2, 1974 Edition.

[b] 1960 data on which computations are based were taken from U.S. Department of Commerce, Bureau of the Census, 1960 Census of Population Volume 1, Part 34.

But the low population densities in Allegany, Cattaraugus, and Wyoming Counties have implications for adult education in these areas. Unlike Erie and Niagara Counties where educational institutions can draw on large potential audiences concentrated nearby, these counties do not have heavy population concentrations which can support large educational efforts and/or many educational efforts. To avoid forcing potential students in these areas to travel large distances to participate in learning activities, planners of such activities must be open to provision of educational options in extension centers and through programs requiring little or no on-site training (eg. television courses).

Racial Population:

The proportion of non-whites in the six-county Western New York Region is 7.5% (See Table 3). This figure is considerably below the statewide

TABLE 3

Racial Characteristics of the Western New York Region, by Counties, 1970

Location	% Non-white Population[a]
Allegany	0.5
Cattaraugus	2.3
Chautauqua	1.4
Erie	9.6
Niagara	4.9
Wyoming	3.4
Western New York Region	7.5
New York State	13.2

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[a] New York State Department of Commerce, Profile of People, Jobs and Housing: New York State, Business Fact Book, Part 2, 1972 Edition.

figure of 13.2%. Non-whites make up a larger part of the population in Erie County (9.6%) than in any other county. In fact 86.0% of the non-whites in the six-county region live in Erie County. Niagara County ranked second in proportion of non-whites (4.9%). 9.5% of the region's non-whites live in Niagara County. The remaining four counties together only account for 4.5% of the region's non-white population. Apparently non-whites are more heavily concentrated in the industrialized areas of Buffalo and Niagara Falls. In view of this population pattern, program planners in Erie and Niagara Counties should be especially attentive to needs and problems of racial minorities.

Age Characteristics:

The median age was below the median age for the state (30.3 years) in all but one of the counties in the Western New York Region (See Table 4). Chautauqua County registered a median age of 30.4 years.

Cattaraugus, Wyoming, Niagara and Erie had median ages between 28.1 and 29.2 years, while in Allegany the median age was only 24. The low median age of Allegany County was due to the large proportion of its people between the ages of 5 and 24. In general, however, the age distribution does not differ greatly between the counties. Between 64 and 66 percent of the population in each county were 18 or more years old. This indicates that the present potential audience for adult learning activity is proportionally the same in each county.

TABLE 4

Age Characteristics of the Western New York Region by County, 1970[a]

		(			% of Population				)
County	Median Age	18+	Under 5	5-14	15-24	25-44	45-54	55-64	65 and over
Allegany	24.7	66.3	8.1	19.7	22.8	19.7	9.8	8.9	11.0
Cattaraugus	28.1	64.2	8.7	20.9	17.0	21.1	11.2	9.5	11.6
Chautauqua	30.4	66.6	8.1	19.4	16.4	21.5	11.8	10.3	12.4
Erie	29.2	65.8	8.3	20.1	16.5	22.8	12.5	9.7	10.1
Niagara	28.6	64.5	8.4	21.1	16.3	22.4	12.8	9.6	9.4
Wyoming	28.5	64.4	8.7	21.0	15.5	24.2	10.8	8.9	10.9
New York State	30.3	68.0	8.2	18.6	16.2	24.2	12.0	10.1	10.8

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[a] New York State Department of Commerce, Profile of People, Jobs and Housing: New York State, Business Fact Book, Part 2, 1974 Edition.

Income:

There is marked variation in median family incomes throughout the region. (See Table 5) In no county does the median family income better the state average. The most prosperous county in the region in terms of median annual family income is Erie, followed by Niagara County. Wyoming County is next with a median family income almost matching the national median of $9,590. The three counties of the Southern Tier West (i.e. Chautauqua, Cattaraugus and Allegany) have the lowest median annual family incomes. The poor economic conditions in these three counties have caused them to be defined as part of Appalachia by the federal government. These findings suggest that many residents of Western New York might find it exceedingly difficult to pay for expensive educational activities.

TABLE 5

Family Income Characteristics of the Western New York Region by County, 1970[a]

Area	Median Family Income	% With $0-2999	% With $3000-9999	% With $10,000-14,999	% With $15,000-24,999	% With $25,000 or more
Allegany	$ 8,695	10.0	49.2	27.2	11.6	2.0
Cattaraugus	8,506	9.6	52.8	25.9	9.8	1.9
Chautauqua	8,837	9.6	49.7	27.2	10.9	2.6
Erie	10,462	7.2	39.3	31.9	17.5	4.1
Niagara	10,198	6.6	41.8	32.4	16.2	3.0
Wyoming	9,526	6.5	47.5	30.2	13.0	2.8
New York State	10,609	8.2	37.9	27.5	19.7	6.7

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[a] U.S. Department of Commerce, Bureau of the Census, County and City Data Book, Washington, D.C.: U.S. Government Printing Office, 1972.

Educational Characteristics:

Table 6 indicates that the median number of years of school completed is stable throughout the region. The two most populous counties, Erie and Niagara, have the highest proportions of people with extremely low levels of education, 0-5 years. A smaller proportion of residents in Allegany County (40.8%) have completed more than 12 years of education than in any other county. In contrast, proportionately more Wyoming County residents (48.2%) continued their education beyond high school. However, a smaller proportion of them had completed four year degrees than in any of the other counties. In general the proportion of persons completing more than 12 years

TABLE 6

Educational Characteristics of the Western New York Region by County, 1972*

Area	Median Years of Education	0-5 Years	6-12 Years	13-15 Years	16 or more Years
		Years of School Completed			
Allegany	12.2	1.4	57.8	29.5	11.3
Cattaraugus	12.1	2.4	52.3	38.0	7.3
Chautauqua	12.1	2.7	53.1	36.7	7.5
Erie	12.0	3.9	50.4	35.7	10.0
Niagara	12.0	4.3	50.5	37.6	7.6
Wyoming	12.0	2.0	49.8	41.6	6.6
New York State	12.1	5.3	52.7	30.1	11.9

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*Data for persons 25 years old and older taken from U.S. Department of Commerce, Bureau of the Census, County and City Data Book, Washington, D.C.: Government Printing Office 1972.

of education was 45.3%. Certainly these figures do not describe a population oversaturated with education, but rather a population in which all levels of education could well be in demand.

III. RESEARCH METHODS

The aim of Goal I was to obtain information from a representative sample of adults living in the six county area of Western New York. The task of choosing the survey sample and conducting the survey was subcontracted to the Survey Research Center of the State University of New York at Buffalo (See Appendix 1). The Survey Research Center in conjunction with the Director of Program Impact studied the Western New York area to determine how best to sample region residents with the limited financial resources available. They found considerable diversity within the region and this diversity had serious implications for the survey procedure chosen. The two northern counties, Erie and Niagara, contain approximately 81% of the region's population concentrated in approximately 29% of the region's land area. The population density is highest around Lake Erie and the Niagara River, in the cities and suburbs of Buffalo and Niagara Falls. In contrast, the Southern Region (Chautauqua, Cattaraugus, Allegany and Wyoming Counties) is much less densely settled, with approximately 15% of the region's population scattered over 71% of the Western New York area. The optimal procedure for sampling residents in the region was felt to be the in-person interviewing of respondents from a stratified random sample of dwelling units. Program Impact could not foot the bill for such a costly effort alone. Fortunately, in Erie and Niagara Counties, the State University of New York Survey Research Center had organized a number of interested parties who pooled their resources to conduct one joint data gathering effort - the Erie-Niagara Area Survey (ENAS). By using ENAS to collect the data, it became economically feasible to conduct an in-person survey in Erie and Niagara Counties, where the major part of the region's population is concentrated. Due to the cost of setting up and operating a survey using the in-person procedure in an area as large as the southern region, telephone interviewing was chosen as the best possible means of contacting respondents. In the south, as in the north, a stratified random sample was drawn, but in this case the sample was comprised of phone numbers rather than addresses. Since the usefulness of the obtained data depends on the representativeness of the sample, sample selection in the two regions will be described more thoroughly in the following sections.

Sample Construction - North Region:

To create a random stratified sample of dwelling units in Erie and Niagara Counties, the entire area had to be broken down into geographic units for which demographic information was available. The block, the smallest unit used by the United States Census Bureau, was one unit that fit this criterion. Choice of the smallest unit insured that a sample of a given number of dwelling units would be drawn from a larger number of geographic units and this dispersion would make the sample more representative of the whole area of interest. Thus the first task of sample construction was to compile a stratified random sample of blocks. Erie and Niagara Counties were divided into blocks and each block was assigned to one of the following eight stratum designations: 1) city-non-white, 2) city-white below $10,000 in income, 3) city-white above $10,000 income, 4) suburban-growth, 5) suburban-no growth, 6) rural-village, 7) rural-open country-growth, 8) rural-open country-no growth (See Appendix 2). Although the average number of dwelling units per block is 250 dwelling units, at this time the population contained blocks that differed radically in number of dwelling units per block. Blocks containing few dwelling units were combined where possible with adjacent blocks in the same stratum. Furthermore blocks containing large numbers of dwelling units (i.e. for rural stratum more than 125 dwelling units per block - 1970 census and for suburban and city strata, more than 250 dwelling units per block - 1970 census) were further subdivided into smaller units. The result was a population of 9803 block clusters contained in eight strata. These strata were further subdivided on the basis of number of dwelling units per block cluster. The stratified random sample of block clusters was constructed by randomly sampling a number of block clusters from each of the 29 substrata, proportionate to the number of block clusters in that substrata. The minimum number of block clusters selected from any one substratum was three. It was estimated that the selection of 170 block clusters would produce a master sample of approximately 7500 dwelling units. One hundred and seventy-two blocks were selected, yielding a master sample containing 7983 dwelling units.

The second task of sample construction was the selection of the sample of dwelling units from which respondents were to be chosen. The number of dwelling units selected from each chosen block cluster was proportional to the number of dwelling units within that block cluster. Once the number of dwelling units to be selected was determined for each block cluster, a random sample of the predetermined size was selected from each cluster (See Appendix 3).

As information on the completion rate began coming in, this sampling fraction was recalculated. The new estimate was calculated over all without respect to variation in completion rates between strata. This procedure was used because it was felt that oversampling of strata where completion rates were lower would result in an over-representation of cooperative respondents from those strata and that there would be some doubt as to whether these responses, while proportionally representing the numbers of people in the area, would adequately express the opinions of the people in that area. Hence all results should be projected only to the population of cooperative dwelling units and respondents and this population is accurately reflected in the sample. The results are the most accurate description of the population of an entire substratum in substrata with the highest completion rates. (See Completion Rate p. 36)

The third and final task of the preparation of the sample was the random selection of the respondent to be interviewed in each selected dwelling unit. The computer was used to generate a random sample of respondent selection keys. Once generated, the sample of selection keys were randomly assigned to the selected dwelling units. The population of selection keys used to generate the sample of selection keys included all possible sampling frames i.e., for each possible combination of number of eligible persons in a household by number of males, each eligible respondent in the household was a potential choice. (See Appendix 4) After identifying themselves at the outset of the interview, the interviewers first task was to establish the number of eligible persons living in the household and the total number of these persons who were males. With this information the interviewer could then use the respondent selection key to select a single eligible respondent from each dwelling unit for the interview.

In this survey only one respondent was selected per household. This policy was established since it would insure greater dispersion of respondents across the region and because it would eliminate the possibility that the replies of second or third respondents from a single household might be contaminated by knowledge of the responses made by the first person interviewed from that house.

Sample Construction - South Region:

Sample construction in the southern region followed the same general pattern as sample construction in the north, except that in the south the strata within which sampling was done were telephone exchanges rather than strictly geographical areas. The only problem with this method of sampling is that persons without telephones are automatically excluded from the sample. However, the in-person survey of persons in Erie and Niagara Counties revealed that 96.1% of the persons sampled owned their own telephones. Assuming that a similar proportion of persons in the less densely populated counties own their own phones, a telephone survey should produce a highly accurate picture of the region.

The sample was constructed as follows: for each telephone exchange the computer generated a random sample of telephone numbers from the population of all possible phone numbers for that exchange. Secondly, a random sample of respondent selection keys was generated by computer and a selection key was assigned to each of the sample phone numbers.

Weight Factors:

In a truly random sample each potential respondent has an equal probability of being selected. However the nature of sampling in the natural environment, where all groups do not have the same number of potential respondents, creates a situation in which all potential respondents do not have an equal probability of being chosen for the sample. For example, the probability that a person who lives alone will be selected for interviewing given that his dwelling unit is selected for inclusion in the sample is 100%. In contrast, the person who resides with five other eligible respondents has only a 20% chance of being selected, given that his dwelling unit is chosen. These differing probabilities of selection are corrected by weighting the responses. The weight factor is inversely proportional to the probability of selection and consequently the use of weighted responses produces unbiased estimates of the responses within the population. This means that no matter how many times a new sample is drawn from the same population, the expected value of the responses would be the true value.

In the northern region, three probabilities of selection were taken into account since differing probabilities of selection could occur at any of the three stages of sample selection: the probability of selection of a given block cluster, the probability of selection of a given dwelling unit within a block cluster and the probability of selection of a given respondent within a given dwelling unit. The formulas used to calculate the weight factor for the ENAS data are presented in Appendix 3 .

For the telephone survey, weighting factors were also calculated. In this case, the weight factor was inversely proportional to the probability of selection of a telephone number for a given residence, corrected for the number of telephone numbers located at that residence, divided by the number of eligible respondents in the residence.

Completion Rate:

The completion rate is the proportion of in-sample assignments yielding completed interviews. (An in-sample assignment is a dwelling unit, correctly enumerated for inclusion in the sample, containing at least one eligible respondent.) The over all completion rate for the Erie-Niagara survey was 62%. Of the remaining assignments in the sample, 20.4% were never able to be completed, that is they were refused or terminated by the respondent or the selected respondent was unable to be interviewed (eg. the respondent could not speak English). The remaining 17.6% were still pending in that four return trips had not produced the selected eligible respondent.

The completion rate was not the same for all areas within the ENAS region. As previously mentioned, the survey provides the best description of the total population in areas where the completion rates are highest. This is true because the survey can only provide a picture of what cooperative respondents are like. In areas with higher response rates, cooperative respondents make up a larger proportion of the population.

One way of examining differing completion rates is by geographical area. For Erie and Niagara Counties the completion rates were as follows: Buffalo (50.5%), Erie County outside Buffalo (65.8%) and Niagara County (72.9%). Thus it appears that survey results describe the Niagara County population somewhat better than the Erie County population.

Another way of estimating the generalizability of the sample results is to examine variations in completion rates between sampling strata. (See Table 7) Poorest response rates occurred in city areas, especially those where non-whites or whites making less than $10,000 a year were living. In contrast, an extremely high response rate was reported in established suburban areas. Although the sample is still considered an accurate reflection of cooperative respondents, this unevenness of response should be kept in mind when the study results are considered.

TABLE 7

Completion Rates by Stratum

Stratum	Completion Rate
city	56.4% overall
non-white	53.6%
white, under $10,000	54.5%
white, over $10,000	60.5%
suburban	68.1% overall
growth	63.3%
no growth	71.8%
rural	64.4% overall
village	63.1%
open-country growth	64.7%
open-country no growth	65.5%

In the telephone survey the completion rate was 25.2%. This low figure is the result of the large porportion of telephone numbers in the sample which were not answered in four tries. Fully 65.2% of the assigned numbers remained unanswered after repeated attempts. Due to the set up of the phone system in Western New York, it is difficult to determine whether these non-responding numbers were working numbers or whether they were part of the non-working number pool. As a result, all such numbers were assumed to be working and a highly conservative completion rate was calculated. In reality, only 9.7% of the assigned telephone numbers were never able to be completed (i.e. refused, terminated, or unable to be interviewed). When proportions of people actually contacted are considered, the completion rates in the northern and southern counties are approximately equal: 75.2% in the north and 72.2% in the south.

Comparison of Sample to Population:

One way of checking the adequacy of the sampling technique is to compare the sample to the regional population on a number of demographic characteristics. Table 8 shows this comparison for the variables of sex, age, race, income and education. Although women, 18 to 25 years old and whites, were slightly oversampled the differences are not sufficiently significant to affect results. The median annual family income in the sample is significantly different from that in the population. However population figures were taken from the 1970 census, while sample figures were collected five years later. Median family income figures for various counties in the region changed as much as $4,000 between the 1960 census and the 1970 census, so it is not

TABLE 8

Comparison of Selected Characteristics for the Western New York Region Population

Study Sample		Western Region, 1970	
Characteristic	% of Sample	Characteristic	% of Sample
Sex: Male	45.9	Sex: Male	48.2
Female	54.1	Female	51.8
Age: 18-25	21.4	Age: 15-24	16.5
26-45	33.8	25-44	34.2
46-55	17.4	45-54	18.8
56-65	13.0	55-64	14.8
66+	14.4	65+	15.7
Race: White	95.1	Race: White	92.5
Non-white	4.9	Non-white	7.5
Income:		Income:	
Median Family Income Range $12,000-12,500		Median Family Income Range $8,506-10,462	
Education:		Education:	
Population age 18 and over		Population age 25 and over	
0-7 years	5.2	0-5 years	3.7
8-11 years	23.4	6-12 years	50.9
12-15 years	58.1	13-15 years	35.8
16 or more years	13.3	16 or more years	9.6

unreasonable to assume that sample figures on this variable are more accurate than population figures. Finally, a comparison of educational background is difficult since sample and population figures were combined differently. However when allowances are made for these differences, comparison indicates that the two distributions are highly similar. In summary, it appears that the sample is a highly adequate reflection of the region's population.

The Survey Instrument:

The survey instrument was constructed by the Project Director in conjunction with the staff of the State University of New York at Buffalo Survey Research Center. Project participants also had input into the construction process, offering suggestions for content and form and approving the final document. One major source for survey content was the research conducted by the Commission on Non-traditional Study in 1973.

The survey instrument was designed so that it could be administered with only minor modifications by phone or in person. The survey consisted of 46 questions assessing desires for adult education. (See Appendix 5) Approximately 70% of these questions were answered by forced choice; the remaining questions were open-ended. For the open-ended questions no suggestions were made to respondents concerning the range of possible responses. This was done to avoid the production of responses overdetermined by the examples suggested in the questionnaire. Questions in the survey covered the following topics: type of commitment to adult learning activities, topics of interest, barriers to participation, reasons for participating and optimal conditions for participating. In addition, there were questions assessing the need for job retraining programs as well as educational advice and information services.

Following the main body of the questionnaire, were a series of questions used to collect demographic information on respondents. In the case of the telephone survey, this was a group of 17 questions (See Appendix 5). A larger demographic section was included in the ENAS instrument for the convenience of the other contributors to that survey. However since the main body of the Program Impact Needs Survey was administered before the demographics in both the telephone and in-person surveys, differences in the demographics were assumed to have no influence on the responses to the Needs Survey.

In the ENAS instrument, additional sections followed the Impact Needs section and the demographics. These segments, dealing with a variety of different topics, were assumed to have no influence on the Impact study since they were introduced after respondents finished answering the Impact questions.

Survey Administrators:

Interviewers administering both the telephone and in-person surveys were trained by staff persons of the State University of New York at Buffalo Survey Research Center. Most of these interviewers had been employed in that capacity on previous Survey Research Center projects. Their training included a review of interviewing techniques, a question by question analysis of the instrument and practice in its use.

IV. RESULTS OF THE SURVEY OF PUBLIC DEMAND/NEED FOR POSTSECONDARY CONTINUING EDUCATION FOR ADULTS (LIFELONG LEARNING PROGRAMS) IN WESTERN NEW YORK

A. WHO IS INTERESTED IN PARTICIPATING IN EDUCATION

Almost 60% of the adults in the Western New York region want to participate in adult learning activities at some point after their regular full-time education is completed. This means that of the 1,080,500 adults in the region, approximately 630,000 persons comprise a pool of potential students for learning activity providers. The size of the pool of interested students suggests that existing adult education programs are only beginning to tap this vast audience.

Respondents held varying degrees of commitment to adult learning activities, from total disinterest to several levels of interest. 11.8% of the adults interviewed were actively engaged in adult learning activities at the time of the survey. An additional 8.6% reported that they had concrete plans to participate (i.e. they had decided to take part in some learning activity at the next opportunity and they also had some idea of where they wanted to take part in it). 29.4% of the adult population were interested in educational involvement, although they had not yet formulated plans to participate. Some people (3.4%) were not sure whether they were interested in pursuing education and 8.2%, who had participated in educational activities at some point in their adult lives, were no longer interested in doing so. The remaining 38.5% of the respondents simply were not interested in educational participation.

What else can be said about the people at various levels of involvement? For one thing the distribution of levels of involvement remained relatively stable in each of the six counties. Nor were sex and race significant factors in determining type of commitment.

However some factors were associated with varying levels of commitment to education. For example, interest was highest among those employed full-time or part-time and those who wished to be employed. (See Table 9) In contrast, interest was lowest among those unemployed and not looking for work, basically retired persons and housewives. 32.1% of the "unemployed not looking for work" category were retired persons and an additional 45.6% were housewives. Retired persons were considerably less likely to be interested than anyone including housewives, since 73.9% of them expressed disinterest, while only 43.8% of the housewives were similarly disinterested. Thus it appears that people with the most inflexible time constraints - those employed outside the home - are more likely to be potential users of adult learning facilities

TABLE 9

Level of Involvement by Employment Status

	Level of Involvement					
Employment Status	Present	Concrete Plans	Interested	Past Only	Undecided	Not interested
Full time	12.4	12.1	33.9	7.9	3.7	30.0
Part-time looking for work	33.5	3.6	34.4	2.5	0	25.9
Part-time not looking for work	18.8	8.1	31.7	7.7	6.9	26.8
Temporary lay-off	16.3	14.3	30.2	3.7	0	35.6
Unemployed looking for work	13.0	6.7	37.3	5.1	1.8	36.1
Unemployed not looking for work	7.1	4.4	20.7	10.2	2.8	55.0

than those limited exclusively by home responsibilities. Two implications may be drawn from this information. The first is that scheduling of learning activities must be done carefully so as not to discourage employed people from participation. For example, the provider who offers a required course for a degree program only in the daytime automatically eliminates night students from the program. And what of the potential students in areas where there is a large nightshift population or even a swing shift? Providers must recognize the constraints of the work lives of adults in designing adult education programs, since this factor most often is a base around which the adult must plan all his or her life activities.

Secondly an untapped reservoir of potential students exists among retired persons and housewives not employed outside the home. This potential market is available to the provider who can devise programs and advertise them in such a way that they lure these groups into educational participation. This would be especially important for retired persons who do not seem to see themselves as participants in learning activities, even though they are not normally saddled with extensive home responsibilities. Thus a strong effort must be made to combat the association of education with job training in the minds of this segment of the population. While this might be a difficult task, it is critical to the development of a society where lifelong learning is for everybody. Certainly when housewives and retired persons are participating in learning activities in proportion to their numbers, the degree of isolation experienced by these groups should decrease radically.

In addition to the employment factor, age also appeared to be strongly related to different levels of involvement in educational activity. (See

Table 10) The older people become, the less likely they are to be interested in participating in learning activities. Interest drops steadily starting with the decade from 36 to 45 years old. Apparently maximal participation from all population segments will only be achieved when youth is no longer associated with learning in the minds of potential students and when the content and context of learning programs are planned to attend to the needs and desires of the more mature adult. Certainly the concept of lifelong learning assumes that age should not be a barrier to educational participation and it is toward the goal of universal participation that program planners should be moving.

TABLE 10

	Level of Involvement					
Decade of Birth	Present	Concrete Plans	Interested	Past Only	Undecided	Not interested
1950-1957	14.8	12.0	38.0	4.2	5.3	25.8
1940-1949	17.9	13.7	39.0	4.6	1.6	23.2
1930-1939	15.3	10.6	37.3	10.9	2.7	23.2
1920-1929	10.7	6.2	29.9	9.2	4.8	39.3
1910-1919	6.5	5.8	17.6	11.0	3.6	55.5
1900-1909	2.9	.4	10.4	11.5	2.8	72.1
1899 or earlier	1.4	.7	1.9	10.1	.7	85.3

Table 11 indicates that educational level was directly associated with likelihood of interest in educational involvement. Education almost appears to become a habit. However, a more accurate description of the true state of affairs may be that education is a pleasurable success experience for some people and that these people tend to climb to higher educational levels.

TABLE 11

	Level of Involvement					
Educational Level	Present	Concrete Plans	Interested	Past Only	Undecided	Not interested
0-7 years	1.5	0	8.7	4.6	3.5	81.7
8-11 years	4.9	1.6	23.2	7.6	2.9	59.9
12-15 years	12.4	11.7	33.0	9.5	3.6	29.8
16 or more years	25.1	10.9	33.2	5.5	3.7	21.5

Consequently people at higher levels of education are more likely to be interested in postsecondary continuing education activities. If this is really the case, than to increase participation among less educated persons it is necessary to devise learning activities which would be considered useful, enjoyable and potentially successful by persons who may not have been favorably impressed by their previous educational experiences.

Finally annual family income was related to the degree of educational involvement expressed by our participants. (See Table 12) Persons earning more than $18,000 a year were most likely to be involved or to want to be involved in education, while people earning less than $6,000 a year were least likely to be so. There is a healthy market for educational programs among more well-to-do groups that providers of educational programming cannot afford to ignore. On the other hand, some attention should be accorded to the less advantaged members of society who do not see what benefits education could bring to their lives.

TABLE 12

	Level of Involvement					
Annual Family Income	Present	Concrete Plans	Interested	Past Only	Undecided	Not interested
$0-$2999	3.2	7.1	12.7	6.7	1.1	69.2
$3000-$5999	6.5	8.4	22.4	7.7	2.4	52.5
$6000-$8999	12.7	6.8	29.9	8.5	3.4	38.7
$9000-$11,999	13.1	6.5	32.2	6.0	3.7	38.5
$12,000-$17,999	13.1	12.4	30.7	6.3	2.4	35.0
$18,000-$23,999	18.8	7.3	42.2	10.8	3.2	17.7
$24,000 or more	11.6	11.9	37.8	9.8	6.5	22.3

In summary, employment, age, education and income all appear to be related to type of commitment to education. The extension of educational services to all people implies that efforts should be made to understand the special needs and interests of the less advantaged as well as the advantaged groups and to design programs for all groups.

B. BARRIERS TO EDUCATIONAL PARTICIPATION

Many persons expressing an interest in educational participation, had no concrete plans for involvement. These respondents were asked to list factors which made it difficult for them to engage in learning activities. (See Table 13). Time, job responsibilities, home responsibilities and cost were the most frequently cited barriers to learning.

The most mentioned factor was time. 48.4% of the interested but uninvolved respondents mentioned this factor as a barrier to their participation. These people did not seem to feel that they could organize their lives in a way that would permit them to participate in educational activity. Perhaps some educational counseling might help them reorder their time allocation and establish priorities that would enable them to engage in learning activities. Some attempts might be made to determine what other life activities were responsible for this lack of time, to help directors of adult programming with their planning. Courses of shorter duration, at more convenient times and locations might be more accessible to these respondents.

Some groups were more likely to list time as a factor than others. Suburban and rural Erie and Niagara County residents were most likely to cite the time factor as an educational barrier (57% and 52.6%, respectively). The four southern and eastern counties and city residents in Erie and Niagara were less likely to experience this problem (43.8% and 39%, respectively. Men (56.5%) were somewhat more likely than women (40.3%) to see time as a barrier and whites (49.1%) were more likely than non-whites (30.7%) to mention this factor. Persons over 55 were least likely to be limited by time constraints

TABLE 13

Barriers Inhibiting Interested Adults from Educational Participation

Barrier	N	% Affirmative
Time	211	48.4
Job responsibilities	104	23.9
Home responsibilities	69	15.8
Childcare responsibilities	20	4.6
Cost	87	20.0
Transportation	28	6.4
Administrative factors		
courses not available	21	4.8
inconvenient schedule	20	4.6
red tape	5	1.1
no information about courses	6	1.4
don't meet requirements	3	.7
Personal factors		
insufficient motivation	25	5.7
health problems	15	3.4
no energy	8	1.8
low self confidence	6	1.4
too old	4	.9
tired of school	4	.9
don't know what to learn	2	.5
Other	71	16.3

than any other age group. (See Table 14)

However the two demographic variables that appeared to show the most difference in the time factor were education and annual family income. Only 35.6% of the persons with less than 11 years of education were short of time.

TABLE 14

Persons Citing Time as a Barrier to their Participation in Educational Activity by Decade of Birth

Decade of Birth	N	% Affirmative
1950-1957	56	46.7
1940-1949	59	56.2
1930-1939	45	52.3
1920-1929	33	43.4
1919 and before	18	36.7

47.3% of the people with 12-15 years of education were equally busy; but fully 69.2% of those with 16 or more years of education were too busy to participate. With respect to finances, time was a most limiting factor among persons with an income of $24,000 or more a year. Persons making less than $3,000 a year were least likely to have a time problem and persons in the great middle salary range were moderately likely to do so. (See Table 15)

The second most important barrier to the further education of interested adults was the job. 23.9% of the interested respondents listed job responsibilities as an inhibitor of their involvement. Three demographic factors appeared to be related to the importance of job responsibilities as an educational barrier: the geographical location, sex and annual family income.

TABLE 15

Persons Citing Time as a Barrier to their Participation in Educational Activity by Annual Family Income

Annual Family Income	N	% Affirmative
$0-5999	13	36.1
$6000-8999	18	50.0
$9000-11,999	25	49.0
$12,000-17,999	54	50.9
$18,000-23,999	29	47.5
$24,000 and over	34	68.0

Men (29.4%) mentioned the job as a barrier more frequently than women (18.6%). Suburbanites were more likely to list this factor (30.0%), than were city residents (23.5%). Least likely to see the job as an interferring factor were the residents of the less densely populated areas - the four southern and eastern counties (19.1%) and rural Erie and Niagara Counties (10.5%). Low income groups were less likely to mention job responsibilities as a barrier than middle income groups. In fact middle income people were more likely to feel barred from education by job pressures than any other income group. (See Table 16)

Cost ranked third as a barrier to the involvement of interested respondents. The factor that appeared to be most closely related to the importance of the cost variable was annual family incomes. Not surprisingly, people were less likely to see cost as a barrier the greater their annual family income. (See Financing Adult Learning Programs, p. 87)

TABLE 16

Persons Citing Job Responsibilities as a Barrier to Educational Participation by Annual Family Income

Annual Family Income	N	% Affirmative
$0-5999	4	11.1
$6000-8999	6	16.6
$9000-11,999	15	29.4
$12,000-17,999	31	29.2
$18,000-23,999	19	31.1
$24,000 and above	11	22.0

The fourth major factor felt to be an inhibitor of participation was home responsibilities. 15.8% of the respondents to the question, cited this barrier. Women were more likely than men to be limited by the home (24% to 7.9%, respectively). Blue collar workers (3.9%) were almost unaffected by this factor, in contrast to service workers (17.5%) and white collar workers (20.9%) who were more likely to be limited by their household activities. Rural residents in Erie and Niagara Counties were affected very little by the variable (2.6%), while residents of other areas were more likely to rank it a barrier (four southern and eastern counties (12.4%); city - Erie and Niagara Counties - (16.9%); suburbs - Erie and Niagara Counties - (20.3%). Finally, younger adults and older adults were least likely to be bound by home responsibilities, while those in their middle years were more likely to feel hemmed in by them. (See Table 17).

TABLE 17

Persons Citing Home Responsibilities as a Barrier to Educational Participation by Decade of Birth

Decade of Birth	N	% Affirmative
1950-1957	6	5.0
1940-1949	26	24.8
1930-1939	21	24.4
1920-1929	13	17.1
1919 and before	3	8.8

Some respondents were not interested in educational participation. They were asked to list reasons for their disinterest. The three most frequently cited reasons were: time, advanced age and lack of interest in education. (See Table 18) Home and job responsibilities and health problems were factors approximately equal in importance. Cost, which was an important barrier to persons interested in education, was not a significant barrier to those disinterested. If attempts are undertaken to develop interests in education among adults presently citing a lack of interest, providers of educational programs should be particularly concerned with helping adults with busy schedules fit educational activities into their schedules. In addition, education providers should be more concerned about helping older adults to see learning as an activity which could be as much an option in their lives as it is an option for younger adults.

TABLE 18

Reasons for Lack of Interest in Educational Participation

Reason	First Response*	Total Responses**
time	30.6	32.9
advanced age	20.9	23.3
lack of interest	16.2	22.4
job responsibilities	5.2	9.6
home responsibilities	4.9	10.0
health problem	7.2	9.8
cost	1.5	2.6
transportation	2.0	3.2
childcare	.4	.8
learning activity unavailable	.2	.4
inconvenient schedule	.4	.6
don't know what to learn	.5	.6
grades low	.3	.6
low energy and stamina	.4	1.0
time to completion-too long	.1	.1
tired of school	.6	.8

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*Column I gives the proportion of people listing each factor first.

**Column II gives the proportion of people listing each factor at all.

C. REASON FOR PARTICIPATING IN ADULT LEARNING ACTIVITIES

People have a variety of reasons for pursuing educational activities. (See Table 19) Respondents were most likely to be motivated by one of two classes of factors. A third of them cited job-related reasons (i.e. increasing earnings, getting a new job, or advancing in the present job) as the primary motivator behind their interest in educational activity. Approximately half the adults queried listed job-related reasons among their top three reasons for participating. Another third of the respondents saw personal enjoyment as their major reason for engaging in learning activities. Approximately 50% listed this as one of the major reasons for their eventual involvement. Educational goals attracted an additional 9% of the respondents. The reasons for participation expressed by the remaining respondents revealed the broad spectrum of human motivation which can lead people to educational activity.

The high degree of interest in education as a means toward a better job reflects the critical importance of the job in the life experience of adults, and the importance of striving for life improvement in and through the work arena. Certainly the fact that these reasons motivate so many people to present or future educational activity reflects the seriousness of the present economic situation in this region. Educational providers must understand the depth and strength of this motivation and direct their attention to the provision of programs which will maximally trigger the energy of the persons sharing this concern. This might be done by developing programs in concert with business and industry that would lead to occupations or occupational improvement.

TABLE 19

Reason for Participating in Adult Learning Activities

Reason	First Response* (Percent)	All Responses** (Percent)
Job-related reasons	33.9	48.9
earn more	6.7	12.8
get a new job	14.9	20.0
advance in job	12.3	16.1
Personal Enjoyment	33.7	48.9
Educational Reasons	8.9	11.8
professional requirement	3.5	4.1
work on degree	2.8	4.1
work on certification	1.8	2.3
educational requirement	.8	1.3
better family	.8	1.6
serve church	.1	.2
better citizen	.7	1.0
understand community	.6	.7
learn own culture	.3	1.8
meet new people	.9	2.1
solve problems	.3	.3
become happier	.1	1.4
avoid routine	4.9	7.6
avoid problems	.5	.8
feel belonging	1.7	2.6
spiritual	1.3	1.2
curiosity	6.2	9.4
other	5.0	11.7

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*Column I reports the proportion of interested respondents citing each of the reasons as their first response.

**Column II reports proportion of interested respondents listing an alternative as one of three responses.

Adults are not just older children. They have to make a clear choice of educational activity before they can participate. In this situation it is not surprising that so many adults listed pure personal enjoyment as the reason for their interest in learning involvements. These people see learning as a challenge, a delight, a means of relaxing, and they expect to come away from the educational experience with a sense of accomplishment. Planners of adult learning activities should be especially cognizant of this type of motivation and should be concerned that the learning environment is convenient and attractive. (See Preferred Learning Conditions, p. 64)

A number of demographic factors appear to be related to the type of reason cited by respondents as their prime motivation to educational activity. Table 20 indicates that men were considerably more likely than women to be concerned about learning activities for job-related reasons. The greater occupational concern among men is probably a reflection of higher rates of employment among men than women and societal expectations that men should be the breadwinners. Women on the other hand, were more likely than men to be taking a course for personal enjoyment. There was no clear difference between the two groups in proportions of persons taking courses for educational reasons.

TABLE 20

Proportions of Persons Having Various Reasons for Participating in Adult Learning Activities by Sex

Reasons	Men (Percent)	Women (Percent)
Job-related	44.1	25.7
Personal Enjoyment	27.9	38.4
Educational	10.9	7.2

Job-related reasons were more likely to be important for younger people than for older people. (See Table 21) Proportions of people motivated by these reasons gradually decreased with age until the 56 year old and older age group where there was a marked drop in interest. Interest in educational goals was also decreasing steadily although gradually with age. As job-related and educational interest decreased, interest in education for personal enjoyment rose in importance.

TABLE 21

Reason for Participating in Adult Learning Activities by Decade of Birth

	Decade of Birth (Percent)				
Reasons	1950-1957	1940-1949	1930-1939	1920-1929	1919 and before
Job-related	38.7	37.2	36.1	31.9	20.7
Personal Enjoyment	29.2	29.0	35.2	39.3	39.6
Educational	11.9	11.4	6.1	7.4	5.2

Non-whites were more likely than whites to be looking to education as a means of improving their job situation. (See Table 22) They were considerably less interested in learning activities for personal enjoyment or in educational goals. This higher occupational orientation on the part of non-whites probably reflects the lower occupational level of this group. Clearly they are a group that has a strong interest in bettering their work lives through education.

TABLE 22

Reasons for Participating in Adult Learning Activities by Race

Reason	White (Percent)	Non-white (Percent)
Job-related	33.2	48.4
Personal Enjoyment	35.0	13.9
Educational	9.2	1.3

Of all occupational groups, blue collar workers were most likely to be interested in education for job-related reasons and people with no occupation were least likely to be interested for such reasons. In contrast, people with no occupation were most likely to seek educational activities for personal enjoyment or entertainment. Although fewer of the people with no occupation had job-related reasons for seeking education, still 15% of them wanted education to help them become employed.

TABLE 23

Reasons for Participating in Learning Activities by Occupational Group

		Occupation		
Reason	None	White-Collar	Service	Blue Collar
Job-related	15.9	31.4	31.5	44.4
Personal Enjoyment	48.1	34.3	32.3	30.6
Educational	4.9	10.2	6.8	7.6

D. TOPIC PREFERENCES OF ADULTS

Present, past and future interested adult education participants were asked to list their favorite topics of study. Their responses are listed in Table 24 . The most popular categories were business skills and general education, but unspecified vocational non-professional topics, industrial trades and crafts were also highly ranked. That three of the five most popular subject areas were occupationally oriented reflects the importance of job-related reasons for adult educational participation. When all responses are collapsed into general categories, (See Table 25) the importance of education as a bridge to occupational attainment becomes even more apparent. 46.0% of the interested respondents listed vocational topics as their first choice for educational activities. Providers in the Western New York region must be cognizant of the strength of this interest in career development and plan programs accordingly. It is crucial that they understand that a larger market exists for programs in the vocational non-professional area than in vocational professional fields. Programs must be available to meet the educational needs and occupational aspirations of all adults.

TABLE 24

Subject Preferences of Persons Interested in Adult Learning Activities

	First Response		Total Response	
Topic	N	%	N	%
General education	56	6.5	105	12.2
basic education	11	1.3	19	2.2
biological science	8	.9	10	1.2

TABLE 24 (cont'd.)

	N	%	N	%
creative writing	0	.0	3	.3
English language	9	1.0	16	1.9
great books	1	.1	4	.5
humanity	12	1.4	23	2.7
language	14	1.6	24	2.8
physical education	1	.1	2	.2
social science	30	3.5	55	6.4
Vocational non-professional	53	6.2	82	9.5
agriculture	4	.5	6	.7
business skill	86	10.0	126	14.7
commercial arts	13	1.5	20	2.3
cosmetic	11	1.3	12	1.4
industrial trades	57	6.6	81	9.4
medical technological	13	1.5	15	1.7
nursing non-degree	18	2.1	20	2.3
sales	3	.3	6	.7
auto mechanic	38	4.4	49	5.7
Vocational professional	20	2.3	32	3.7
architecture	1	.1	1	.1
computer science	13	1.5	20	2.3
education	8	.9	8	.9
engineering	9	1.0	14	1.6
journalism	1	.1	2	.2
law	3	.3	14	1.6
management skills	31	3.6	42	4.9
medicine	1	.1	1	.1
nursing, RN	13	1.5	18	2.1
Hobbies, recreation	26	3.0	50	5.8
crafts	56	6.5	85	9.9
fine visual arts	19	2.2	40	4.7
flight training	1	.1	1	.1
performing arts	24	2.8	39	4.5
safety	1	.1	1	.1
sports, games	18	2.1	24	2.8
travel	0	.0	1	.1

TABLE 24 (cont'd.)

	N	%	N	%
Home and family	12	1.4	25	2.9
child development	1	.1	2	.2
garden	14	1.6	19	2.2
home repair	9	1.0	14	1.6
sewing, cooking	43	5.0	75	8.7
Personal development	3	.3	13	1.5
investment	2	.2	7	.8
occult	2	.2	2	.2
personal psychology	9	1.0	19	2.2
physical fitness	8	.9	9	1.0
public speaking	1	.1	4	.5
religion	14	1.6	20	2.3
Public affairs - nonspecific	9	1.0	15	1.7
community problem	6	.7	8	.9
environment study	3	.3	6	.7
public affairs	5	.6	8	.9
Other	7	.8	14	1.6
Don't know; no answer	30	3.7	30	3.5

TABLE 25

General Categories of Educational Interest

	First Response		Total Response	
	N	%	N	%
General education	142	16.5	261	30.3
Vocational non-professional	296	34.4	417	48.5
Vocational professional	100	11.6	152	17.7
Hobbies; recreation	145	16.9	241	28.0
Home and family	79	9.2	135	15.7
Personal development	39	4.5	74	8.6
Public affairs	23	2.7	37	4.3
Other	7	.8	14	1.6
Don't know; no answer	30	3.5	30	3.5

E. PREFERRED LEARNING CONDITIONS

Although many adults are interested in pursuing education, the likelihood that they will actually engage in such activities is often greatly modified by the learning conditions surrounding them. In a society where a huge number of optional activities are available, adult educational providers must be alert to the conditions that increase the attractiveness and convenience of educational activities for potential adult students. Often the learning context directly affects whether or not a particular educational activity can compete with entertainment and recreation for the time of adults. Respondents preferences were examined on a number of variables in the context of the learning environment. Among these were the kind of reward expected for educational participation, optimal method of delivery, preferred location of activity, scheduling preferences, need for care facilities for dependents and most interesting fellow students.

Credit for Learning Activities:

When an adult decides to learn about some subject, he or she must decide which learning activity on this subject to choose. For many, one of the factors considered in making this choice is the kind of credit being given for the experience. 68% of the persons interested in educational activity wanted some kind of formal credit for their efforts. Thus, while almost a third of the educationally interested adults sought activities of the credit-free type, the other two-thirds wanted a more concrete type of recognition for their participation.

A number of factors appeared to be related to interest in formal credit for educational participation. Among them were age, race, education, occupation and annual family income. Table 26 indicates that interest in obtaining formal credit decreased with age. The young, still collecting credentials for occupational goals, were twice as likely to seek credit as retired persons. Nonetheless, even among persons over 65 interested in education, 43.2% wanted formal recognition for learning.

TABLE 26

Proportions of Persons of Various Ages Desirous of Formal Credit for Educational Activity

Decade of Birth	N	% Affirmative
1950-1957	178	83.4
1940-1949	152	77.3
1930-1939	100	62.2
1920-1929	79	57.3
1919 or earlier	43	43.2

Non-whites (84.8%) were more likely than whites (67.1%) to request formal credit, although both proportions were high. Educational level was inversely related to interest in formal credit. 76.1% of the persons with less than 12 years of education, 70.6% of the persons with 12 to 15 years of education and 50.2% of the persons with 16 or more years of education wanted credit for learning activity. Occupational category also had an effect on desire for formal recognition for participation in education. 59.7% of the white collar workers, in contrast to 76.0% of the blue collar workers and 83.9% of the service workers wanted formal credit to be awarded. Finally, annual family income was associated with differences in desire for credit. 81.9% of the persons living on less than $3,000 a year wanted credit, while only 51.6% of the persons living on $24,000 or more a year wanted credit. (See Table 27) To summarize, people on the lower rungs of the social order are more likely to want their efforts to count formally. Perhaps, they see achievement of educational credit as a means of moving from a lower to a higher socio-economic position.

TABLE 27

Proportions of Persons Desirous of Formal Credit
for Educational Activity by Annual Family Income

Annual Family Income	N	% Affirmative
$0-5999	58	80.6
$6000-8999	51	75.9
$9000-11,999	61	70.3
$12,000-17,999	144	69.4
$18,000-23,999	77	68.3
$24,000 or more	47	51.6

The kind of credit desired by participants and potential participants in educational activities is described in Table 28 . Slightly more than a third (36.7%) of these respondents demanded credit toward degrees of one kind or another. This is the type of recognition most commonly offered in the traditional degree-oriented programs of most higher education providers. However, approximately 30% were not interested in the degree, listing credit toward getting or maintaining a skill certificate or license as a desirable personal goal. An additional 25.3% felt that certificates of satisfactory completion would satisfy their needs. These findings suggest that many types of recognition should be available to the adult student. Too many people are unwilling to commit themselves to getting a degree, but are hungry for recognition none-the-less. Providers must recognize in this preference a personal desire for attaining self-esteem, a need to gain esteem from others and, in many cases, a practical need to prove prior training in order to use such training as a stepping stone to a different job.

TABLE 28

Kind of Formal Credit Preferred by Respondents

Kind of Credit	N	% Affirmative
Certificate of completion	140	25.3
High school credit	25	4.5
License or skill certificate credit	165	29.9
2 year college credit	66	12.0
4 year college credit	90	16.3
Advanced degree credit	46	8.4
Other	19	3.5

Certain differences do exist in types of people interested in specific kinds of recognition. For example women (29.8%) preferred certificates of satisfactory completion more frequently than men (20.6%); while men (34.8%) were more likely to cite credit toward a skill certificate or license as a goal than women (25.4%). Quite possibly these differences may be accounted for by the greater occupational orientation of men. Certainly it is worth considering that while the difference between men and women in proportions of people desiring formal credit approached significance, it did not reach it. Thus it is the case that although the kind of credit they seek may often be different than that sought by men and they may seek credit slightly less frequently than men, still women want recognition for what they do and programs designed to meet their needs should be cognizant of this desire.

Age was also related to preferences for kind of credit. Persons over sixty-five were most likely to prefer certificates of satisfactory completion (54.3%), and the proportion of persons interested in this type of recognition decreased steadily to a low of 17.4% among 18 to 25 year olds. Prior to retirement, people were more likely to be interested in credit for degrees, skill certificates or licenses. The group interested in marketable recognition was that most likely to benefit by trading their achievements for consideration in the job market or the promotion ladder.

Prior educational level was directly associated with present desires for level of educational recognition. For example, persons with less than a high school education preferred completion and skill certificates. Those with 12 to 15 years of education had a proportionally greater interest in two year degrees than any other group, and those with four or more years of college the greatest preference for advanced degree credit.

The relationship between occupation and preferences for type of formal credit suggests that the pattern of these preferences may in part be due to occupational pressures (See Table 29). People listing no occupation were most likely to choose certificates of satisfactory completion as an appropriate form of recognition. In contrast, blue collar workers were most frequently interested in skill certificates or licenses. Of all occupational categories, service workers were most concerned with two year degrees, while persons in the white collar category outstripped the other occupational groups in their desire for four year and advanced degrees.

The outstanding result gleaned from these responses is the high degree of adult interest in achievement of formal recognition for educational participation. Although the kind of recognition desired differs from group to group, the desire exists, perhaps reflecting the general achievement orientation of this society. For educational providers to ignore this demand would be to decrease incentive on the part of many potential students.

TABLE 29

Kind of Credit Desired by Persons of Varying Occupational Groups

	Occupational Group			Service
Kind of Credit	None	White Collar	Blue Collar	Worker
Certificate of completion	48.3 (15)*	24.0 (61)	25.3 (41)	20.4 (20)
High school credit	4.3 (1)	2.3 (6)	5.6 (9)	8.4 (8)
License or skill certificate credit	15.1 (5)	21.6 (55)	43.2 (70)	34.5 (34)
2 year college credit	3.4 (1)	12.0 (31)	9.6 (16)	19.3 (19)
4 year college credit	21.9 (7)	24.0 (61)	7.5 (12)	9.9 (10)
Advanced degree credit	5.0 (2)	12.5 (32)	5.4 (9)	4.1 (4)

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*Numbers in parenthesis are N for that cell.

Another significant point, one that appears throughout this report, is the relationship between educational needs and desires and the realm of work. The different preference patterns for type of formal credit for the occupational groups supports the finding that job-related reasons are a major impetus to adult education. Occupations have different requirements for advancement and providers who are truly desirous of designing programs that will be occupationally useful to participants will build their programs around these requirements rather than on more traditional lines.

Method of Delivery:

A second element in the learning environment is the form in which the learning is delivered to the student. Learning experiences may be structured in many different ways (eg. lecture format, class discussion) and people often have preferences for particular methods. Providers of learning experiences must be aware of the preferences of their clients for various delivery methods.

The preferred method of instruction was definitely field work or on the job training. (See Table 30) 41.4% of the interested respondents listed

TABLE 30

Method of Instruction Preferred

Method	N	% Affirmative
Classroom lecture	186	22.1
Field work	349	41.4
Private lessons	78	9.2
Correspondence course	7	.8
Group discussion	142	16.8
Radio or TV	9	1.1
Study on one's own	25	2.9
Other	48	5.7

this method as their first choice. This is in sharp contrast to the method of instruction being used in learning activities in which respondents were presently involved. (See Table 31) Only 12% of those activities were conducted in field or on-the-job format. Apparently the most frequently used format was the classroom lecture, reported by 46.7% of the students as the method being used in their learning activities. Only 21.1% of the interested respondents felt that this method would be the best for the subjects of their choice. These figures suggest the possibility that one reason why many adults who express an interest in educational participation are not presently participating in learning activity may well be that the preferred delivery format of educational providers - the classroom lecture - is not acceptable to the adult educational consumer. It appears that although adults look to the educational institutions in particular as the appropriate source for many learning experiences, they are not willing to submit to traditional ideas of how teaching and learning should take place.

TABLE 31

Method of Instruction Presently Used

Method	N	% Affirmative
Classroom lecture	81	46.7
Field work	21	12.0
Private lessons	13	7.6
Correspondence course	5	3.1
Group discussion	35	20.1
Study on one's own	14	7.9
Other	5	2.7

Significant differences do exist between the sexes in the methods being used in classes in which they are presently taking part. Proportionately more women than men became involved in private lessons and group discussion classes (37.1% of the women; 13.6% of the men). Proportionately more men than women were involved in lecture classes, correspondence courses and studying on their own (71.9% of the men; 48.0% of the women). One possible explanation for these findings is that men are interested in different topics than women - topics that would more easily lend themselves to one method of instruction than another. Another alternative explanation is that the future goals of men and women differ and certain methods of instruction are more likely to be found in programs leading to some goals rather than in other programs (eg. the lecture method in degree granting programs). On the other hand, there may be a clear preference among women for certain methods of instruction different from those methods preferred by men. This preference may be independent of differing topic and goal preferences. Educators charged with program planning ought to explore these possibilities further so that they will have a clearer idea of the appropriate method of instruction to include in programs for each sex.

Location:

One reason for chosing a particular provider of adult educational activities might be that the provider was perceived to be especially well suited to offer a course in a specific subject area. On the other hand choice of provider might be determined by its location in relation to the home or place of business of the potential student. Assessment was made of adult preferences for the sponsor and location of adult learning activities.

Table 32 indicates that the two or four year college was perceived to be the best sponsor of adult education. However the preference was clearly with the four year school as 19.7% of the population of adults with a personal interest in participating in learning activities preferred to do so in a four year higher educational institution, while 5.2% of these respondents preferred a two year college setting. The secondary school ran a close second, however, as 20.1% of the interested adults preferred this setting for their learning activity and vocational and correspondence schools accounted for another 3.5%.

TABLE 32

Preferences for the Best Sponsor for Educational Activities

Sponsor	N	% Affirmative
Colleges and universities	214	24.9
Secondary schools	173	20.1
Vocational and correspondence schools	30	3.5
Other sponsors*	232	27.0
Don't know; no answer	210	24.4

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*The other sponsors included: individual instructors, religious groups, community organizations, libraries; museums, government agencies, professional organizations, labor organizations, business sites, employers, arts studios, sports groups and others. The most popular of these were the business site (6.7%), the individual instructor (5.3%), the government agency (3.3%) and the community organization (2.8%).

Thus educational institutions were the preferred source of learning activities for 48.4% of the adults desiring to enter educational programs. This may be due to the strength of association between education and the traditional educational institutions in the minds of adults. Even more surprising was the proportion of adults who have not decided or do not know who could best sponsor the course or courses in which they are interested. 24.4% of the adults who expressed an interest in taking a course were unclear as to who should sponsor this course. This finding suggests that many people lack information on the types of learning activities offered by various providers and further suggests that a source of such information should be made more readily available to interested parties.

Preferences looked slightly different when the question concerned the best location of learning activities. (See Table 33) Here again two and four

TABLE 33

Preferred Location for Learning Activities

Location	N	% Affirmative
Colleges and universities	278	32.3
Secondary schools	255	29.7
Vocational schools	25	2.9
At or near home	119	13.8
Other sponsors*	106	12.3
Doesn't matter	20	2.3
Don't know; no answer	56	6.5

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*The other sponsors included: individual instructors, religious groups, community organizations, libraries, museums, government agencies, professional organizations, labor organizations, business sites, employers, arts studios, and others. The most popular of these was the business site (5.2%).

year colleges were most popular (32.3%). However when location was considered, two year schools were preferred by a greater proportion of respondents (12.2%) than they were when sponsorship alone was at issue. Secondary schools were the second most cited type of location (29.7%) with an additional 2.9% listing the vocational school as the best location. Again traditional educational institutions were seen as the best locations for learning activities (64.9%). Nonetheless at or near home was the preferred location of learning activities for 13.8% of the interested respondents. An additional 5.2% proposed the work site as a learning center. It is noteworthy that respondents were considerably clearer about the best location for learning activities than they were about the best sponsor. Many adults appear to know what they want in terms of convenience but not enough about educational providers' strengths and weaknesses to determine who would be the best provider of the service they desire.

Several factors have a bearing on the convenience of any given learning location. Among these are the distance to be traveled to reach the location, the time it takes to get there, the availability of transportation to and from the site and the street lighting facilities and general street safety in the vicinity of the location.

Respondents were asked how far they would be willing to travel to the educational activity of their choice. The range of distances reported extended from 0 miles (no distance at all) to 97 or more miles for a one way trip. The median distance in this range was approximately 12 miles and the most popular distance was 10 miles.

Everyone was not willing to go equally far. Rural residents and residents of the four outlying counties were willing to travel farther for a one way trip (approximately 22 miles) than persons in the suburbs (16 miles) who, in turn, were more mobile than city dwellers (13 miles). This may be because people in rural districts expect to travel larger distances to attend all kinds of activities, while in the city with its large concentration of opportunities, people are not used to traveling as far. Men were willing to travel greater distances than women (20.5 miles to 14.0 miles). That women should perceive themselves as more closely tied to home is consistent with the traditional home orientation of women. Maximum distances willingly traveled to educational activity decreased with increasing age (See Table 34) indicating that distance is more of a hardship to older citizens. Whites (17.5 miles) were much more mobile than non-whites (8.4 miles) perhaps reflecting the concentration of non-whites in cities. These findings suggest that

TABLE 34

Average Distance Willingly Traveled to Educational Activities by Decade of Birth

Decade of Birth	Average Distance (in miles)
1950-1957	19.1
1940-1949	19.0
1930-1939	16.9
1920-1929	15.2
1910-1919	13.3
1900-1909	10.4
1899 or earlier	7.5

providers should examine their sphere of influence in terms of the target population. Although a 22 year old male from Lackawanna might be a prime candidate for a highly desirable night course at the State University of New York at Buffalo's new Amherst campus, a 75 year old woman from the same neighborhood would not be willing to travel that far. Careful cultivation by educational providers of the group within any particular geographical sphere should be a more productive use of effort than vain attempts to extend the spheres beyond levels tolerated by particular target groups.

Although travel time does not always reflect distance traveled, in this study the findings for the two variables were very similar. The young were willing to spend more time traveling to an educational activity than the old. (See Table 35) Men were willing to travel longer than women (32.3 min. vs. 25.9 min.). However whites and non-whites did not differ significantly in the time they were willing to spend traveling to an educational activity. Since

TABLE 35

Average Time Willingly Spent in Travel to an
Educational Activity by Decade of Birth

Decade of Birth	Average Time (minutes)
1950-1957	31.8
1940-1949	31.0
1930-1939	26.7
1920-1929	27.9
1910-1919	23.2
1900-1909	24.7
1899 or earlier	18.3

non-whites were willing to travel less but expected to spend equal time traveling, it is possible that the mode of transport used by non-whites is generally slower than that relied upon by whites. Perhaps this factor explains why non-whites were unwilling to travel greater distances. Finally rural Erie and Niagara residents and the residents of Chautauqua, Cattaraugus, Allegany and Wyoming Counties were willing to spend the greatest amounts of time in transit (36.7 min. and 30.3 min., respectively). Erie and Niagara County suburban and city dwellers wanted to spend less time on the road (28.1 min. and 26.6 min., respectively). The differences in the average time people were willing to spend in travel are statistically significant and suggest that people's perceptions of how long it should take to get to an educational activity are highly relative and depend in part on their geographical location.

Not only must a potential student have the time and interest to travel to the learning activity of his or her choice, he must have some means of getting there. The vast majority of respondents interested in education (77.4%) reported that transportation and/or parking presented or would present no problem to them when they were engaging in educational activity. The remaining 22.6% reported that a problem did exist for them in this area but only 40.3% of these felt that it would interfere with their educational participation. Among persons citing this problem, transportation difficulties were most likely to interfere with educational participation in the southern four counties (61.5%) and less likely to interfere in the suburbs (33.7%) or even in rural areas (22.6%) in the north. This is not a surprising finding considering the large distances, low population density and low availability of mass transportation in the southern region. However it is unclear why rural residents in Erie and Niagara Counties should be in any better position than the people in the less populous counties. City dwellers with this problem also saw it as a major inhibitor of participation (41.5%). Perhaps in the city the safety factor prohibits people from using public transport at certain hours. But the most notable finding from this data is the high degree of mobility among educationally interested parties in all groups within the population.

In today's society with its high crime rate, some concern must be felt for the potential student's safe passage to and from learning activities. 42.3% of the respondents interested in educational participation reported that street lighting and safety on the streets would make a difference in their willingness or ability to participate in adult learning activities. Interestingly enough, the suburbanites were more likely to be concerned with the lighting and safety issue than the city folks (49.7% to 39.5%). Rural Erie and Niagara County citizens as well as persons in the four other counties were least likely to consider street safety a prohibitive problem (34%). Perhaps urban citizens were not as likely to see street safety as an insurmountable problem since they live with the risks of city living. Suburbanites on the other hand are close enough to know the dangers but not close enough to be accustomed to them. Although they see that many of their educational opportunities are located in the city, they are more likely to perceive safety to be a problem for them.

The difference in concern was greatest between the sexes, 60.6% of the women and only 20.3% of the men expressed concern about lack of street safety as a barrier to educational participation.

Age was also a factor related to importance of street safety. Older people were more likely to see danger in the streets as a barrier to their own participation in educational activities than younger people. (See Table 36).

TABLE 36

Proportion of Persons Reporting that Street Lighting and Safety Would Make a Difference in their Educational Participation by Decade of Birth

Decade of Birth	N	% Affirmative
1950-1957	68	31.4
1940-1949	86	42.5
1930-1939	78	46.5
1920-1929	67	46.9
1919 and before	59	49.1

Interestingly enough, service workers and white collar workers were equally strong in their fear of street disturbance. Approximately 48% of them report this factor to be important in their decision to participate. Only 24.9% of the blue collar workers stated that this factor would make a difference to them. Perhaps this difference may be attributable to a sex difference in the make-up of the two occupational groups with more men concentrated in blue collar occupations.

In summary, it appears to be clear that any educational provider hoping to draw women and/or older adults into their educational programs must consider street safety in choosing program locations. Sites should have adequate parking and other sources of access (eg. convenient bus lines). They should be considered safe places to go by the people intended to participate in the programs.

Scheduling of Learning Activities:

Classes or other learning activities must be scheduled when adults are free to attend them. To determine what would be the optimal times for the scheduling of such activities, potential students were asked to select the time of year, the time of week and the time of day, when they could most conveniently engage in education.

Persons differed in their preferences for time of year for participation in educational activities. Fully 31.8% of the respondents interested in education reported that September to May was the optimal time for their own participation. This is the traditional school year and much of the tempo of life, even of the life of adults without children, revolves around a nine month work base and a three month summertime. During this summer period vacations are often scheduled; weather is at its best and the mind set of the population is directed toward recreation. This is consistent with the finding that only 6.6% of the potential adult students preferred summer as a time for engagement in learning activities. 21.9% of the respondents opted for September to December as the best time for them and only 13.8% preferred January to May. This last finding is not surprising, since the period between January and May is the time of the worst weather in the region. In essence then, the periods with the best and the worst climactic conditions were least popular for scheduling learning activities. However it is inappropriate to place undue emphasis on these findings since fully a fourth of the group responding to this question had no preference for time of year in which educational activities should be scheduled. While these findings apparently support the traditional educational scheduling of courses and programs during the academic year, it is clear that the right activity could draw a respectable audience at any time.

Agreement was considerably stronger about the best time of the week for scheduling learning activities. Adults (76.8%) overwhelmingly preferred Monday through Friday as the best time for educational participation. Only 5.7% of the respondents actually voiced a preference for the weekend as a time for learning involvement. However, 17.6% reported that time of the week was not a factor in their decision to participate in learning activities. For this latter group the nature of the activity was more important than its timing. Nonetheless the majority stating a clear preference for the five day work week was so large that it appears that traditional Monday through Friday scheduling patterns should generally be maintained.

Adult programming of learning activities is heavily concentrated in evening hours. However the preferences of adults were more broadly distributed than present programming would suggest. While slightly over half (53.4%) of the interested adults voiced a preference for evening activities, 22.7% preferred learning activities scheduled in early or later morning hours and an additional 10.8% claimed no preference for time scheduling. (See Table 37) It would appear that failure to provide daytime educational programming would force many people to choose programs at less than optimal times or to forego participating altogether. Certainly the proportions of persons interested in daytime programming when projected to the total population suggests that response to courses especially tailored to this group should certainly be sufficient to support some daytime programming for adults.

TABLE 37

Preferences for Part of the Day Best Suited for Educational Participation

Time of Day	N	% Affirmative
Early morning	88	10.5
Late morning	103	12.2
Around noon	16	1.9
Early afternoon	56	6.6
Late afternoon	37	4.4
Evening	448	53.4
Doesn't matter	91	10.8

Care Services for Dependents:

Among the home responsibilities of some potential students is the care of children or other dependents. Respondents interested in educational participation were asked if the provision of care services would make educational activity easier for them. 27.2% answered affirmatively.

Need for such services was greatest in the city (35.5%), lowest in rural areas of Erie and Niagara Counties (11.2%) and moderately important in Erie and Niagara suburbs (25.3%) and the southern region (24.7%). Not surprisingly, the problem of care facilities for children or other dependents was greater among women (34.2%) than among men (18.9%).

Age also made a predictable difference in importance of this factor. The group most desirous of such services was the 26 to 35 year old group. 51.1% of the persons in this age range reported that the availability of convenient service facilities for care of dependents would make it easier for them to participate in learning activities. Interest in these facilities was also strong in the 18 to 25 year old age group (29.4%). However after reaching its peak in the 26 to 35 year decade interest drops steadily with age. (See Table 38) This finding suggests the possibility that the dependents for whom care is being sought are children. It is apparent from these figures that the current practice of cutting off funds to daycare centers and the general lack of availability of such services seriously hampers the educational development of many interested persons, especially women from 26 to 35 years old. Until some recognition is given to this problem by responsible public authorities and interested educational providers, participation by women in this age group will be severely limited.

TABLE 38

Interest in Care Services for Dependents by Decade of Birth

Decade of Birth	N	% Affirmative
1950-1957	64	29.4
1940-1949	103	51.1
1930-1939	44	26.0
1920-1929	19	13.0
1919 and earlier	3	2.5

Another group especially hard hit by the need for care facilities is non-whites. 55.4% of them answered yes when asked if dependent care facilities would make it easier for them to participate. This contrasts with only a 25.7% interest rate among whites. Perhaps the high interest can be interpreted to indicate that concern for educational opportunities in the non-white community is very high among the younger citizens especially those with children. Were lack of care facilities not the barrier that it appears to be, this interest on the part of non-whites would be highly encouraging. As it is, it merely suggests that a lot of people see education as a way to improve their present lot and are prevented by their circumstances from doing anything about it at a time when their interest is high.

Finally dependent care services were less frequently seen to be an issue among persons with an annual family income of $18,000 or more (20.1%) than by those making less than that amount (34.1%). This appears to be the result of an interaction of two factors. People in the higher income brackets can afford to make private care arrangements. Furthermore, the young people with children most likely to need such services are not normally so well established financially.

In general the providers should be alerted to the fact that there is a need for care services for dependents and that provision of these facilities would open up educational participation to persons presently closed out by their responsibilities at home. Persons designing programs for women ranging in age from 18-46 but especially from 26-35 and for non-whites should be especially cognizant of the limitations imposed by this problem on these target groups and should build provisions for care facilities into their plans.

Preferred Classmates:

An additional factor in the choice of adult learning activities might be the type of person expected to be a fellow classmate. Most methods of instruction involve a number of people working toward a similar goal. Sometimes this is done cooperatively, sometimes students work independently of one another. But most frequently other students form part of the context of the environment in which the learning is taking place.

With what kinds of people do adults want to share their learning experiences? The outstanding majority of the persons interested in participating in adult learning activities (78.4%) preferred to participate with new people of different ages and types. Only 10.4% preferred their friends as learning companions. 3.8% preferred college age young people and an additional 7.3% preferred others. Generally adults seemed to prefer an educational environment reflecting the diversity of the world in which they live. Given the tendency of the educational establishment to segregate students by age, educational providers should be reminded of this clear preference on the part of present and future educational consumers for learning experiences shared with all kinds of people.

F. FINANCING ADULT LEARNING PROGRAMS

Cost is one factor that might be expected to influence an adult's decision to participate in learning activities. Respondents were asked a number of questions to determine the importance of this factor to Western New York residents.

Among adults who were not interested in participating in educational activity, cost was not a major inhibitor of participation. Only 1.5% of them listed this factor as the major barrier to their further learning and 2.6% listed it as one of the top two barriers.

However, among adults interested in becoming involved in educational activity who were not involved at present, cost was more frequently mentioned as a barrier to participation. 20% of them felt that the cost of educational activity was one of the reasons why they were not presently engaged in these activities. Age, educational level, occupational status and annual family income were demographic variables associated with the greatest differences in proportions of persons mentioning cost as a barrier to education. Younger persons were more likely than older ones to feel economic pressures hampering their educational aspirations, with the most hampered group being those 26 to 35 years of age. (See Table 39) This is the group most likely to have marital and family responsibilities, and least likely to have risen to the higher income brackets of their professions.

People at the highest educational levels - 16 or more years of education - were least likely to list cost as a factor (6.2%), followed by people at the lowest educational levels - less than 11 years of education - (13.8%), with

TABLE 39

Proportions of Persons Mentioning Cost as a Barrier to Participation by Decade of Birth

Decade of Birth	N	% Affirmative
1950-1957	28	23.3
1940-1949	31	29.5
1930-1939	15	17.4
1920-1929	8	10.5
1919 and before	5	10.2

the people completing 12 to 15 years of education most likely to see cost as a factor (25.1%). Probably the more educated earned more money than the less educated, making cost a less important problem for them. In light of this interpretation, how can results be explained for those with less than a high school diploma? Perhaps the people with poorer educational backgrounds were less likely to be interested in more expensive courses (eg. college degree-credit courses) than those with high school diplomas and/or slightly more education.

Respondents at various occupational levels differed in the degree to which they felt limited from participating in educational activity by cost. People with no occupation were least limited by cost (10.0%), followed by white collar and service workers (18.6% and 19.0%, respectively). Finally blue collar workers (25.0%) reported cost as a problem most frequently of all occupational groups.

Differences in importance of cost were most marked when annual family income was considered. (See Table 40) Clearly people with lower annual

TABLE 40

Persons of Various Levels of Annual Family Incomes Inhibited from Participating in Educational Activity by Cost

Annual Family Income	N	% Affirmative
$0-8999	30	41.7
$9000-11,999	13	25.5
$12,000-17,999	18	17.0
$18,000-23,999	10	16.4
$24,000 or more	4	8.0

family incomes were more likely to feel shut out of learning activities in which they were interested, by their inability to pay for these activities. The range of difference in interest extended from a low of 8.0% among persons living on $24,000 or more a year to a high of 41.7% among those making less than $9,000 a year. When one considers the fact that Allegany, Chautauqua and Cattaraugus Counties have median incomes of less than $9,000 a year and that 41.7% of the people with less than this amount felt blocked from educational attainment by the cost barrier, it is clear that the problem of cost is proportionately more acute in the Southern Tier. Certainly persons interested in broadening educational participation among adults must consider the needs of low income adults either for courses that are less expensive or for other means of financing their educational activity.

Although women were somewhat more likely than men (23.5% to 16.4%, respectively) to report cost as a barrier, and whites were somewhat more likely than non-whites (20.4% to 11.5%, respectively) to do so, these differences were not as great as those already reported. Not surprisingly the annual family income variable was most closely associated to importance of cost as a barrier to participation.

Cost of Learning Activities:

In view of the fact that a fifth of the persons interested in educational activities felt that cost barred them from participating, it is important to know just what people are actually paying for educational activities in which they involve themselves. Table 41 shows the breakdown of cost of activity for respondents participating in learning activities during the period when the survey was administered. Three cost levels accounted for most of the activities in which respondents were engaged. Approximately 43% paid between "$1.00 and $29.99" for the course or program of their choice. Another 35.2% were paying "$120.00 or more" for their participation. Finally, 13.7% chose learning activities costing between "$30.00 and $59.99". This means that fully 60.1% of the persons involved in learning activities were paying less than $60.00 for their participation.

TABLE 41

Fee for Present Adult Learning Activity

Fee	N	% Affirmative
$0 - 0.99	3	3.3
$1.00 - 29.99	43	43.1
$30.00 - 59.99	14	13.7
$60.00 - 89.99	2	2.1
$90.00 - 119.99	3	2.6
$120 or more	35	35.2

How do these figures on fees paid by actual students differ from the fees preferred by all respondents interested in educational pursuits? Table 42 shows the distribution of responses to the question "What is the most you would be willing to pay for an adult learning activity..." Again the most popular category was that of $1.00 to 29.99", with $120.00 or more" second in popularity and with "$30.00 - 59.99" following a close third. This is consistent with the distribution of cost reported by present participants in education, although these three categories do not represent as large a proportion of respondents to this question as they did for present participants. For another group, cost was not an issue, only course content would determine their participation. This 19.2% of those interested in learning activities said they would be willing to pay "whatever the course of their choice cost." An additional 21.0% had no idea what would be a reasonable expectation of cost

TABLE 42

Highest Cost Willingly Paid for Educational Activity

Cost	N	% Affirmative
$0.00 - 0.99	37	4.3
$1.00 - 29.99	183	21.3
$30.00 - 59.99	101	11.7
$60.00 - 89.99	36	4.2
$90.00 - 119.99	50	5.8
$120 or more	106	12.3
Whatever the cost	165	19.2
Don't know	181	21.0

for the activity of interest to them. The sizable proportion of people lacking a conception of appropriate cost for educational activity suggests that information on cost should be made more readily available to potential participants.

Financial Assistance:

How do people pay for educational activities? Among respondents actually involved in learning activities at the time of the survey, slightly more than half were paying in full for the activities of their choice. An additional 25.1% chose educational activities that were free of charge. Only 23.4% were receiving either complete (13.2%) or partial (10.2%) financial assistance with their educational bills. 32.4% of this financial assistance was received on the condition that the courses being taken be job-related. The remaining 67.6% of the financial aid was not contingent on choice of topic, especially a topic relevant to the work place.

People received assistance from a variety of sources. (See Table 43) The top five financial assistance sources were the private employer, the public or private organization, the educational institution, TAP or BEOG and federal agencies.

In general then, adults must find some way of paying for their own education or limit themselves to the kinds of courses that are offered free of charge. Less than a fourth of those presently participating have sources to which they can go for relief from the financial burden of education.

TABLE 43

Sources of Financial Assistance

Source	N	% Affirmative
Private employer	16	19.7
Federal agency	9	10.4
State agency	6	7.5
Other government agency	5	5.5
Public or private organization	13	16.3
Educational institution	13	16.3
Veterans' EAP	5	6.4
Teachers' voucher	1	1.3
TAP or BEOG	9	11.0
Other	5	5.6

Public Support for Adult Learning Activities:

The whole problem of the financing of adult education has come under the close scrutiny of persons interested in creating a lifelong learning society in New York State. Some people have gone so far as to suggest that each person be guaranteed a certain number of years of education which they can use whenever they wish. This suggestion has been made to reduce inequities in the present system which is heavily oriented toward providing financial aid to the young. Opponents of plans that would provide financial assistance to adult learners argue that adults are more likely to be financially solvent and are much more capable of handling the cost burden. Most, if not all, plans for offering financial assistance to adult learners involve the use of public money for this purpose. To assess the views of the adult population on this question, all respondents were asked whether or not adult educational activities should be supported with public money 68.2% of the respondents answered affirmatively. 24.4% felt that public money should not be used in this manner and an additional 7.3% declined to decide.

Not all those favoring public support were in agreement on the appropriate amount of support to be given. (See Table 44) The most popular contribution was "about half" with 42.7% of the respondents favoring public aid, choosing this degree of support. Slightly over 20% felt that need should be the major determinant of aid and just 8.1% opted for total financial support for adult learning activities.

TABLE 44

Proportion of the Cost Supported by the Public

Proportion of Cost	N	% Affirmative
Less than half	128	12.7
About half	432	42.7
More than half	111	11.0
All	82	8.1
Amount by need	219	21.7
Don't know	39	3.8

Apparently desire for some degree of aid from public funds is rather high. However, adults feel that at least half the cost of a learning activity should be borne by the adult student, with many persons expressing the desire that a criterion of financial need be established to determine who should receive support and how much support they should receive.

C. CAREER RETRAINING

One of the major reasons cited by adults for becoming involved in adult learning activities was "to get a new job." A series of questions were included in the survey to explore the extent of the need for career retraining opportunities in the Western New York region.

Desire for Retraining:

All respondents who indicated that they had participated, were presently participating or would like to participate in adult learning activities were queried about their experience with, or desire for, adult learning activities leading to qualifying for and getting a new kind of job or a new career. Of those expressing an interest in learning activities, 45.3% expressed an interest in participating in career retraining activities. This represents 25.9% of the total survey population. These figures suggest that slightly over a fourth of the adult population participates or desires to participate in learning activities directed toward career change at some point after the completion of their regular full-time education.

One explanation for this finding is that the employment picture in the Western New York region is particularly poor. At the time of the survey, 10.1% of the respondents were either unemployed and looking for work or were temporarily laid off. An additional 1.7% of the respondents were employed part-time but looking for full-time work. 11.8% of the total population of adults in the six county area is approximately 140,000 people. Assuming that the sample is a reasonably good representation of the region's population, our findings suggest that roughly 140,000 people in the region are either unemployed or underemployed. Thus it is hardly surprising that occupational concern was high and that many people were interested in educational attainment for the purpose of making themselves more sellable in a depressed job market.

Not all groups were equally interested in such activities. Of the persons interested in adult learning activities, 52% of the city dwellers and 47.5% of the rural residents in Erie and Niagara Counties expressed some interest in career retraining, while only 41.9% of the Erie-Niagara suburbanites and 40.4% of the persons interviewed from the four less densely populated counties shared such an interest. Even though these differences between areas are statistically significant, it is noteworthy that in all areas the preoccupation with adult education as a source of new employment opportunities is relatively high.

Sex was not a factor distinguishing persons who seek new employment through educational attainment from those interested in education independent of its job consequences. 46% of the women interested in adult educational participation and 44.5% of the men similarly interested seek preparation for new career options. This finding is particularly noteworthy, since women outnumber men in every county in the region except Wyoming, yet only half as many women as men were employed in each county. Thus, while a gap does exist between participation of women and men in the work force, the aspirations of women have apparently risen to a point at least proportionally equal in frequency to those of their male counterparts.

Not surprisingly, age was inversely related to the rate of interest in adult education for the purpose of career change. (See Table45) The young, who have the major portion of their working years stretching before them, were most likely to be enthusiastic about expending further time and energy in occupational preparation. However, one of the more provocative results of this analysis is the sizable proportion of persons 46-55 years old (35.3%) who were interested in beginning new professions. In former days, persons in those middle years were locked into their professions, established for life. The necessity or desire of persons in this age group to take the risks involved in occupational change and exert the required effort is a comment on the need for flexibility as a survival mechanism in today's fast moving world. Since incerest in career change exists throughout the life cycle, educators must be sure that their career retraining programs are neither designed exclusively for younger society members nor marketed in a fashion appealing only to the young.

TABLE 45

Proportions of Persons Interested in Education Leading to a New Job or a New Career by Decade of Birth

Decade of Birth	N	% Interested
1950-1957	147	68.5
1940-1949	106	52.8
1930-1939	63	37.5
1920-1929	50	35.3
1910-1919	15	18.6
1900-1909	2	7.7
1899 or Earlier	1	9.9

Race is another factor that was significantly related to perceived need for education leading to job change. Fully 75.2% of the non-whites who expressed interest in adult learning activities, registered interest in such activities if directed toward career change. This contrasts with a 43.7% interest rate on the part of educationally oriented whites. Certainly, previously published information indicating that non-whites as a group, earn less than their white counterparts and are more likely to be employed in the less prestigious occupations, lead one to expect that non-whites would be less satisfied with their present occupations than whites and that, as a result, they might be interested in directing their efforts toward various solutions to these problems. It is apparent from these results that the non-white community expects the educational establishment to provide the training that will allow them to escape from their occupational trap.

Educational attainment was also related to desire for career retraining. Proportionately more persons with 12 to 15 years of education (49.7%) were interested in education for job change than any other group. 43.1% of the persons with less than 11 years of education were also interested in job reeducation. Although interest was considerably lower among the more highly educated, even among persons with 16 or more years of education behind them, interest in education for career realignment was expressed by 30.5% of the people seeking involvement in adult learning activities.

More of the blue collar (54.2%) and service workers (56.5%) were willing to become involved in adult learning activities than were white collar workers (38.2%). People working in these occupational categories apparently want to commit themselves to educational activities if the end result is likely to bring them a payoff in terms of their work life. Possibly this result is due in part to a greater rate of technological obsolescence and depressed economic development among blue collar occupations. Certainly persons in blue collar and service occupations appear to be a striving group, providing a sizable audience for retraining programs.

In general, interest in career retraining was also inversely related to annual family income. (See Table 46) From a high interest mark of 59.5% of persons making less than $6,000 a year, the rate of interest decreased to 32.9% among persons coming from families living on $24,000 or more a year.

TABLE 46

Proportion of Persons Interested in Educational Involvement Leading to a New Job or a New Career by Level of Annual Family Income

Annual Family Income	N	% Interested
$0-$5999	44	59.5
$6000-$8999	37	53.9
$9000-$11,999	37	41.1
$12,000-$17,999	105	48.7
$18,000-$23,999	48	42.6
$24,000 or More	31	32.9

The general pattern of these results suggest that persons in the lower socio-economic groups - city and rural residents, non-whites, blue collar and service workers, the less financially well off - are more interested in education as a tool to change their position in society as established by occupation than those in higher socio-economic categories. But perhaps the more exciting finding was that in no demographic category other than age were people so pleased with their present occupation or secure in it that more than 70% of them responded that they had no interest in retraining opportunities leading to new jobs or new careers.

At this point attention must be focused on the exact wording of this question. Respondents were asked to state whether they were or were not interested in becoming involved in educational activity leading to "qualifying for and getting a new kind of job or starting a new career." The critical emphasis here was on "getting the job," - actual career change. This places the onus of devising educational retraining programs, actually related to the skills desired by today's personnel managers and hiring officers, squarely on the shoulders of the providers of adult educational programs. To do this, providers, particularly higher education providers, will need to become more active in determining the business and industry needs reflected by present economic conditions and furthermore, will be forced to establish more flexible procedures for developing and implementing new educational programs. This is evident from the fact that the rate of interest in such programs is apparently tied to their long term effects.

Reason for Interest in Retraining Opportunities:

Respondents who indicated that they were interested in getting a new job or starting a new career were asked why this was so. A maximum of two reasons was recorded for each respondent. Table 47 summarizes the survey responses to this question. The most popular first response as well as the

TABLE 47

Reasons for Wanting to Become Involved in Education Leading to a New Job or a New Career*

Reason	First Response (Percent)	Total Response (Percent)
earn more	34.1	45.1
improve work situation	20.0	25.0
new challenge	15.0	19.8
increase control of job	3.7	6.8
improve status	1.2	4.2
self employment	.9	1.3
to work alone	.3	0.3
to work with people	2.0	5.7
family change	4.0	5.5
retirement in the near future	2.7	2.9
unemployment	2.2	3.4
other	13.9	21.9

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*Column I lists the proportion of persons answering this question giving each of the choices as their first response. The second column gives the proportion of respondents to this question mentioning each of these responses as one of their reasons for interest in education for job retraining.

most frequently cited reason for interest in new career possibilities was the desire to increase earnings. Improvement in the work situation and new challenge were also rated by survey respondents as major reasons for job change. One particularly popular category requiring more explanation was the catch-all category "other." After scrutiny of uncoded responses it was determined that the majority of the responses given this designation concerned the desire for job security. This concern is particularly poignant for workers in Western New York who almost daily are faced with newspaper headlines announcing factory closings, retrenchment policies and lay-offs. For these people the prospect of a new career promises a respite from constant worry that the next pay envelope might contain a pink slip.

Although 3.4% of the persons interested in education who wanted a new job or career mentioned unemployment as a major reason for this interest, this figure was only 0.9% of the total sample. When one considers the fact that 7.5% of the respondents were unemployed and an additional 2.2% were temporarily laid-off, the discrepancy between the number of unemployed and those interested in education because of unemployment becomes glaring. Apparently many unemployed persons do not see education and more specifically re-education for career change as a necessary or useful means of solving their present occupational dilemna. They prefer to wait for changes in economic conditions that would make their present skills more valuable. While they wait, the rate of automation and job obsolescence increases and the mass exodus of employers from Western New York continues. The irony of this situation becomes apparent when analysis of some reports of interviews with employers are considered. In one such survey conducted in the region for Program Impact, Steinhart discovered that certain skilled occupations were at a premium and that area employers complained that they were unable to find sufficient persons in these categories for their business operations. These findings suggest that one possible future task for the adult educational establishment would be to work in conjunction with employers to assess their immediate employment needs and to develop and implement training programs designed to produce qualified persons to fill these positions. Program development would of necessity be rapid and the programs developed would need to be concentrated so that persons could be readied quickly for work. At least one educational provider within the region, Jamestown Community College, has begun to function as an employment broker, working with industries and businesses to meet their requirements for trained personnel. Once such a function is being performed by educational providers, the adults in the region, especially the unemployed adults will have to be alerted to this new capacity of education. In times such as these in which industries and businesses are looking outside New York State for places to relocate, the availability of an efficient cooperative arrangement with educational institutions which would insure a trained pool of personnel might be an important inducement to employers to remain in the region.

Aides in Career Change:

88.3% of the respondents expressing interest in education for career change considered acquisition of new skills and knowledge very important to persons involved in such change. Only 1% of these persons felt that acquisition of new skills was not important. The remaining 10.7% rated skill acquisition as somewhat important. This high degree of concern for new skills and knowledge was reflected among all demographic groups.

Another factor considered highly important to successful career change by a large number of job retraining candidates was the development of self-confidence. 84.8% of the respondents to this question replied that feeling new confidence in oneself is very important to career change. Here education was a significant factor in determining how important increasing one's positive self concept would be to a person seeking education for a new job. More highly educated persons were less likely to feel that their self-confidence required readjustment. However while this difference is statistically significant even a large proportion of persons with 16 or more years of education saw a positive change in self-confidence as a critical factor in successful career change. (See Table 48)

TABLE 48

Rankings of Importance of Developing New Self-Confidence
in Successful Career Change by Educational Level

	Educational Level		
Level of Importance	11 years or less	12-15 years	16 or more years
very important	90.0% (54)*	85.9% (239)	70.3% (31)
somewhat important	5.0% (3)	11.1% (31)	18.1% (8)
not important	5.0% (3)	2.9% (8)	11.6% (5)

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*Number in parenthesis is N for that cell.

There was also a general trend for persons with lower annual family incomes to be more likely to feel that improvement in their self-confidence would be very important to their successful career change. Even though 75.9% of the persons with an annual family income of $18,000 or more, registered the strong importance of self-confidence, still this figure was considerably lower than the 92.5% of the persons with family incomes less than $9,000 a year who saw development of self-confidence as a very important factor. (See Table 49)

TABLE 49

Rankings of Importance of Developing Self-Confidence for Career Change by Persons Seeking Career Retraining at Different Levels of Annual Family Income

	Annual Family Income		
Level of Importance	$0-$8,999	$9,000-$17,999	$18,000 or more
very important	92.5% (74)*	86.7% (124)	75.9% (60)
somewhat important	2.5% (2)	9.8% (14)	19.0% (15)
not important	5.0% (4)	3.5% (5)	5.1% (4)

Thus, while it appears that self-confidence is generally felt to be a critical factor to successful career change, persons from certain groups, like the more financially stable and the more highly educated, were more likely to feel that they already have sufficient self-confidence so that increase in self-esteem is not so important to them. Nonetheless, more than two-thirds of the respondents at all demographic levels were highly concerned with improvement in self-confidence. This finding implies that successful career change programs must be designed to provide experiences for their students calculated to raise their self-esteem. This means that registration procedures, scheduling, method of instruction, in fact all the conditions of learning should be arranged to aid as much as possible in the production of a success experience for the student. Counselors should be available to help students cope with the problems involved in mid-career change and instructors should be cognizant of the special conflicts experienced by persons committed to occupational restructuring.

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*Number in parenthesis is N for that cell.

In addition to skill acquisition and improvement in self-confidence, respondents rated the importance of getting help and advice from counselors and instructors to persons changing jobs. Slightly over half (52.3%) of the persons interested in changing jobs felt that advice from counselors and instructors would be very important for the person interested in mid-career change. This factor was regarded by certain groups as a particularly helpful transitional tool. For example, people 36 years old or more were more likely to believe that advice from counselors was very important to successful career change (64.7%) than persons 26 to 35 years old (56.6%) who, in turn, were more likely to rank counseling very important than persons 18 to 25 years old (37.9%). (See Table 50)

TABLE 50

Rankings of Importance of Advice from Counselors and Instructors to Persons Changing Careers Made by Persons of Different Ages Interested in Using Education to Change Careers

	Decade of Birth		
Level of Importance	1950-1957	1940-1949	1939 or before
very important	37.9% (55)*	56.6% (59)	64.7% (86)
somewhat important	51.4% (75)	41.1% (43)	26.3% (35)
not important	10.7% (16)	2.2% (2)	9.0% (12)

Apparently older persons who wish to change careers are less likely to feel secure about their own ability to make the necessary decisions or obtain needed information unaided than do younger persons, whose contact with the educational system is relatively recent and who are pressured less by time. The youngest age group represents slightly over a third of the persons interested in changing jobs or careers using education as an aid; just under a third were from 26 to 35 years old and another third were 36 or more years old. However, although proportionally more persons in the two older age groups felt that advice and help from counselors and instructors would be very important to career change efforts and these two groups represent approximately two-thirds of the persons interested in education for job change, presently many more educational counseling facilities are available for younger persons, especially persons who are full-time students in daytime educational programs, than are available for older students, especially part-time evening students. (See Anderson report on Guidance and Counseling facilities in Western New York.) Obviously an adequate allocation of advisement resources should take into consideration the greater perceived need for these services on the part of older adults. Services should be opened to these older individuals at locations and times convenient for them and persons staffing these facilities should be sensitive to their particular needs.

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*Number in parenthesis is N for that cell.

Another factor which differentiates people in the importance they place on educational guidance is race. 76.0% of the non-whites as compared to only 49.9% of the whites felt educational advice would be very important to persons interested in job or career change. Most of the rest of the whites responding to this question (41.9%) felt that educational advice was only somewhat important to career change as compared with 20.2% of the non-whites. These results indicate that the non-white community is strongly interested in counseling services, although other information obtained from this survey (See Adult Advisement p. 111) indicates that this is a major group which is not aware of where to go for such services. Given that the unemployment levels are much higher among non-whites than whites and that the annual family income of non-whites is lower than that of whites, the additional information that they feel that guidance would be an important factor in helping them successfully change jobs strongly suggests that serious efforts be made to alert this group to the locations of this type of service and to insure that adequate facilities are available to meet the needs of the population.

As persons increase in educational level, it appears that the likelihood that they will see advisement as a very important part of a career change steadily decreases (See Table 51). Although this trend was strong, still 40% of the people with 16 or more years of education were vitally interested in obtaining guidance as an aid to career change.

TABLE 51

Rankings of Importance of Educational Advisement
Services by Persons Interested in Career Retraining
at Different Educational Levels

	Level of Education		
Level of Importance	0-11 years	12-15 years	16 or more years
very important	72.4% (42)*	50.2% (140)	40.3% (18)
somewhat important	22.4% (13)	43.0% (120)	43.2% (19)
not important	5.2% (3)	6.8% (19)	16.5% (7)

Planners of educational support services like guidance facilities should be alerted to the high demand for such services, especially among non-whites, persons over 25 and persons with less than 16 years of education. The services that they design should incorporate these findings, making educational advisement assessible to persons who consider it highly important for successful completion of occupational change plans.

One other element of career change is the adjustment of the neophyte to the people involved in this new occupation. The importance of the need

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*Numbers in parenthesis is N for the cell.

to learn how to be at ease with one's colleagues was also assessed. 51.1% of the respondents interested in job change rated establishment of rapport with co-workers as very important to occupational change. 37.0% rated it moderately important and 11.8% rated it not at all important. Women (58.5%) were significantly more likely than men (42.0%) to consider the development of a sense of comfort with persons in the new profession as an important factor in successful career change. Such a finding suggests that opportunities for contact with persons in the new career should be structured into any successful career change program so that the stress of transition can be reduced. This is especially important for programs expecting many women students.

In summary, a variety of factors are seen to be important in effecting a successful career change. Providers of educational programs oriented toward such change must consider all these factors and their relative importance to different groups to insure the effectiveness of the training effort.

H. ADULT ADVISEMENT

Persons in search of educational experiences might conceivably need information about which programs are available and where they are being provided, or advice on the programs which would be most suitable to their own goals and abilities. Educational advisement and information sources provide such support services to students and potential students. Survey respondents who were interested in educational involvement were asked a number of questions to determine their knowledge of existing services of this nature, as well as their desire, past use and preferences for these services.

Knowledge of advisement:

75.5% of the persons expressing some past, present or future interest in participating in adult learning activities indicated that they were aware of places where adult educational advisement could be obtained or of some source of information about adult education. This represents 43.3% of the total sample population.

The knowledge of where to go for counseling or information was not equally shared by all portions of the population. (See Table 52) Although approximately 80% of the persons interested in education in suburban and rural areas of Erie and Niagara Counties as well as in the four less densely populated counties knew where to go for educational counseling and/or information, a significantly smaller proportion of the interested city dwellers of Erie and Niagara Counties (65.3%) shared similar knowledge. Perhaps advisement and information locations are less visible against the backdrop of the diverse activities in the city than they are in less congested areas.

TABLE 52

Proportion of Persons Knowing the Location of Adult Educational Advisement or Information Sources by Major Stratum Group

Area	N	% Affirmative
City	178	65.3
Suburban	281	80.3
Rural	62	81.7
Southern Counties	121	79.1

Race was found to be another important factor in predicting who would know about the location of adult educational advisement or information sources. 76.8% of the interested whites interviewed, in contrast to only 49.9% of the interested non-whites interviewed, stated that they knew where to go for adult educational guidance and information. Such a significant result suggests that non-whites are hampered to a greater degree than whites by a serious lack of information on the location of educational help. Perhaps educational providers have not made themselves sufficiently visible in the non-white community. Certainly not knowing where to go for information and advice is an initial barrier which must be overcome before participation in adult learning activities is possible.

The educational level of the respondent was an additional important factor associated with the respondent's knowledge of sources of adult advisement and educational information. (See Table 53) Adults expressing some degree of commitment or interest in education were more likely to know locations of educational counseling or information the greater their previous experience with education. Thus the people at lower levels of education, who are less familiar with the educational establishment and may need more help to become involved with it, are the very people who are least likely to know where to go for help.

TABLE 53

Proportion of Persons Knowing the Location of Advisement and Information Sources by Educational Level

Educational Level	N	% Affirmative
0-7 Years	3	29.1
8-11 Years	80	62.4
12-15 Years	422	75.1
16 or More Years	135	91.8

Occupational area was also a factor associated with knowledge of sources of educational information or advisement (See Table 54). White collar workers were significantly more knowledgeable in this area.

TABLE 54

Knowledge of Location of Educational Advisement and Information Sources by Occupational Area

Occupational Area	N	% Affirmative
White Collar	365	80.7
Blue Collar	153	67.0
Service Worker	87	72.8

Another factor associated with increasing knowledge about educational advisement and information was annual family income. (See Table 55) Knowledge of these facilities increased as family income increased.

TABLE 55

Proportions of Persons Acquainted with the Location
of Educational Advice and Information Services by
Annual Family Income

Annual Family Income	N	% Affirmative
$0-$2,999	9	65.5
$3,000-$5,999	34	59.3
$6,000-$8,999	48	69.2
$9,000-$11,999	68	75.5
$12,000-$17,999	164	76.4
$18,000-$23,999	87	76.1
$24,000 or More	82	87.3

Thus it was the case that a better educated, more financially secure, white person living in the suburbs or rural areas, who works at a white collar occupation was more likely to have the knowledge of where to go to get help in formulating future educational plans. To increase educational participation of less fortunate groups this information should be made more available and its existence should be publicized in a manner that will reach less advantaged people.

Use of Advisement:

44.87% of the people who knew where educational advice and information sources are located have used these sources at one time or another. This represents 19.1% of the total sample population. Certain groups of people who knew about these resources were more likely to use their services than other groups. For example, while residents of suburban and rural Erie and Niagara Counties, as well as the Southern Tier counties and Wyoming were equally likely to know a location of adult education information and counseling, suburbanites were most likely to use such a service and rural residents least likely to do so. (See Table 56) Rural residents were even less likely to use these services than city dwellers.

TABLE 56

Persons Using Advisement and Information Sources by Major Stratum Group

Area	N	% Affirmative
City	72	40.3
Suburban	143	50.7
Rural	18	30.0
Southern Counties	54	45.2

Two factors not associated with knowledge of counseling and information sources were sex and age. Yet both these factors were associated with levels of use of such services. Women were significantly more likely than men to seek help with their educational plans. (See Table 57) Perhaps this occurred because it is more acceptable for women in American society to go for help than it is for men or perhaps men are clearer about their educational goals and options and consequently less likely to need such services.

TABLE 57

Use of Educational Advisement and Information Services by Sex

Sex-R	N	% Affirmative
Male	119	40.2
Female	168	48.8

Age is another story (See Table 58). 38.7% of young adults ages 18 to 25 have used adult educational or advisement services. From this base rate percentages did not increase steadily with age. Certain decades apparently were more likely to produce individuals who sought educational help or information, although the general trend was a decrease in the proportions of participators among persons 55 and over. For many of these persons education was probably not an option available to them in their youth and middle adult

TABLE 58

Use of Advisement and Information Sources by Decade of Birth

Decade of Birth	N	% Affirmative
1950-1957	60	38.7
1940-1949	79	53.2
1930-1939	60	44.6
1920-1929	58	54.8
1910-1919	23	39.3
1900-1909	5	20.1
1899 or Earlier	1	15.0

years and they do not see educational advisement as a useful resource for their later years. Certainly with increased interest expressed by government agencies and educational providers in the plight of older Americans, some attention might well be focused on alerting older people to the fact that educational information and advisement might well enable them to enrich their lives.

Use of educational advisement is also associated with educational level. (See Table 59) Persons with less than a high school education were less likely to use advisement and information services even when they knew about them than people with a high school diploma or more education. This finding suggests that educational advisement services are not as appealing or as available to less educated people.

TABLE 59

Use of Information and Advisement Sources
by Educational Level

Educational Level	N	% Affirmative
11 or Less Years	24	28.6
12-15 Years	197	46.7
16 or More Years	66	48.6

Finally, while knowledge of source of educational advisement was related to factors of race, family income and occupation, differential use of such facilities was not associated with any of these factors.

Quality of Advice:

Knowledge and use of advisement and information services only presents half of the story. It is also important to know how useful this advice and information was to the adult consumer. Half the people who have used educational advisement or information felt that it was very helpful. Another 40% felt that the advice they were given was somewhat helpful. Only 10% of the people who had used educational advice felt that it was not helpful. That half the persons interviewed who had sought educational advice were not completely satisfied with it, suggests that more attention should be focused on the process of giving educational advice and information and on its content. The only demographic factor that seems to be related to perceived value of the advice or information was age. (See Table 60) It appears that

TABLE 60

Proportion of Persons Rating Adult Education Advice and Information Received by Them as Very Helpful by Decade of Birth

Decade of Birth	N	% Affirmative
1950-1957	21	35.4
1940-1949	40	50.3
1930-1939	31	51.6
1920-1929	33	56.7
1910-1919	15	65.8
1900-1909	3	77.1
1899 or Earlier	0	0

persons from 18 to 25 years old were least satisfied with the educational information and counseling they have received. Perhaps these are the students who went to college expecting to achieve the American dream of a good job, only to discover that their degrees did not prepare them for the present poor job market conditions. Clearly, given the present economic situation, considerable attention must be paid to employers' needs by counselors who help students plan their education. Without appropriate information on various occupations, graduates of colleges and other training programs will continue to be mass-produced without regard to the consequences to society of underemploying numbers of highly trained individuals.

Desire for Advice:

Respondents were asked if they would like to talk to someone who could give them advice and information on educational matters. 36.7% of the persons interested in adult learning activities reported that they wanted some educational advice. Urban (45.9%) and rural (42.3%) Erie and Niagara Counties lead in proportions of people desirous of educational advice, followed by suburban areas (32.3%) and finally the southern counties (27.4%). Although youth was associated with lesser levels of satisfaction with educational advice already received, it was also associated with greater levels of desire for counseling services (See Table 61). Dissatisfaction with service previously received apparently did not solve the problems originally driving a person to seek counseling. With no other solution at hand, people are forced to turn to certain services and take what they can get. In many cases this dissatisfaction may be a normal part of the counseling process for youth. It may be that

TABLE 61

Persons Desiring to Talk to Someone about Adult Learning Activity by Decade of Birth

Decade of Birth	N	% Affirmative
1950-1957	100	46.2
1940-1949	89	45.0
1930-1939	55	32.3
1920-1929	51	36.4
1910-1919	14	18.3
1900 or Earlier	2	4.7

young adults come to a counseling situation with less focused goals and require time and some trial and error experiences before they are sufficiently focused in their goals to be helped in the most significant way by counseling. If this is the case, the expectations of young counselees should be realigned to reflect the realities of the counseling process.

Race, education and occupation were also factors associated with varying levels of desire for participation in adult learning activities. 34.2% of the whites and 77.5% of the non-whites responded affirmatively when asked whether or not they would like to speak to someone about adult learning activity. Thus there is considerable untapped interest in such services, especially among non-whites.

Increasing educational level was associated with decreasing perceived need for adult advisement services. (See Table 62) Perhaps since educational opportunities are more available and familiar to highly educated persons, these individuals are less likely to feel that they need help with their decisions about future learning activities.

TABLE 62

Persons Desiring to Discuss Adult Learning Activities with Someone by Educational Level

Educational Level	N	% Affirmative
11 or Less Years	137	46.7
12-15 Years	208	36.7
16 or More Years	40	27.0

Service workers (52.4%) were most interested in educational advice, followed by blue collar workers (43.6%) and finally by white collar workers (31.1%). These results show that desire for counseling is relatively more widespread among groups lower on the socio-economic scale. This is probably true because these are persons who have used advisement and information sources less frequently in the past. However it is important to understand that the greater degree of interest among these groups does not imply that the audience for such services is not-existent among persons in higher socio-economic brackets. For example, 27% of the persons with 16 or more years of education wanted to talk to someone about further adult learning activities. Obviously the desire for advisement services is shared by substantial numbers of our survey respondents from all demographic groups.

Services of Counseling Centers:

What do people seeking educational and counseling services want from these facilities? Persons interested in using such facilities were asked to list their needs. They appear in Table 63.

TABLE 63

Services Desired from Adult Educational Advisement Locations

Services	% of First Response*	Proportion of total responses**
enrollment procedures	1.9	6.1%
choosing courses	14.9	17.6%
available programs	44.8	45.5%
planning degree programs	6.5	7.7%
improving study habits	.4	.9%
testing services		1.6%
uses of training	2.6	3.2%
information about financial aid	5.9	11.9%
information about tuition	4.2	14.1%
employment information	9.8	12.8%
life experience		.9%
other	9.0	21.2%
don't know	2.2	

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*Column 1 gives the proportion of persons giving each alternative as their first response.

**Column 2 gives the proportion of persons giving each alternative as one of their three responses.

By far the function of guidance and information services considered most important by our respondents was the task of informing clients about available programs. This task is one traditionally performed by educational counselors with greater or lesser degrees of success. Since most, though not all, counseling facilities are linked to some type of educational provider, it is most often the case that counselors are most familiar with the offerings of their own institution and find it difficult to keep abreast of changing regional opportunities on more than a hit and miss basis. Given the obvious agreement on the part of interested consumers on the importance of this type of information, it is necessary to conclude that a systematic effort to compile an inventory of educational opportunities is called for. This finding supports the decision of the Program Impact Planning and Advisory Committee making the construction of an educational opportunity inventory a goal of the project. Such an inventory could be used by counselors throughout the region who seek to provide clients with complete educational information.

Like the first ranked task of informing clients about available programs, helping clients choose courses was a popular, though less popular first choice. Because of the vast array of opportunities presently available, potential learners sometimes feel lost and desire some direction to help them sort through the maze of information about the various options. Counselors and information givers must be as aware as possible of the differences and similarities between courses and programs and must make every attempt to keep this knowledge current. Here again an educational inventory could be a most useful tool for the educational counselor.

A respectable proportion of students wanted guidance facilities to be supplied with employment information. This finding is no doubt the result of the present poor economic conditions, which have forced people to take a hard look at employment possibilities in a field before committing themselves to it. This switch from an emphasis on what is available to what is useful may become even stronger with time. People are more concerned now with attaining some security about future prospects before starting an educational track and guidance counselors, like all professional educators, are expected to maintain that information. The rapidly changing economic picture and the lack of organized data on this question makes this task difficult at best. More care and energy should be afforded to improvement in man-power projection on the part of government agencies so that a central fund of information could be made available to the busy adult education counselor.

Information about financial aid, tuition and enrollment procedures were also mentioned by persons hoping to use guidance services. Consumers apparently see educational counseling and information services as a potential one-stop shopping center for information. To the extent that this is really true, such services are meeting the needs of the clients they serve. But this is not always a very good description of the situation found by potential users of advisement. Information available at centers is often severely limited by the time a busy counselor can afford to take from his/her direct client contact time to amass and digest the extensive information needed to do the job. However, since the availability of such information is critical to the effective use of advisement as an aide to the decision-making process, it is suggested that some centralized unit within a region take up the task of collecting, organizing and updating educationally relevant information for use in the counseling facilities of the region.

In addition to well-informed counseling staffs, the data also suggests that some effort should be expended to alert the public to the present and projected duties of counseling centers. 21.8% of the persons interviewed mentioned educational or administrative tasks as well as highly unrelated tasks among those that they wanted to be performed by their local advisement center. Another 2.2% could not verbalize a function for such a facility. All kinds of things were suggested as guidance functions - from registration, to transcript requests, to helping relocate parents into nursing homes - particularly in second and third responses. Obviously, many people do not know how advisement centers can help them or what they can realistically do. If the people who express interest in using such services are confused about what they do, it is highly possible that this confusion is shared by persons not interested in using such services. Perhaps their lack of interest is in part due to vagueness about the functions of such services. A serious analysis of functions and limitations of adult counseling and information centers is required. Such an analysis should avoid the platitudes of an idealistic document and stick to the realistic capabilities of the individual locations. With this as a guide, the spectrum of desires of information and guidance consumers should be analyzed to determine which needs can be met by these facilities, which are met by other community institutions and which needs are as yet unserviced by anyone. Such a task, if performed by the counselors who come in closest contact with adult students and potential students, should suggest areas where present guidance and information facilities need to be extended and, in some cases, areas of need which might be important potential functions of educational providers or other community institutions. Certainly, such a study of functions should be accompanied by efforts to educate the adult population to the full range of services offered by advisement and

and information locations. In many cases this would alert people to the fact that there was someplace to go for help with their particular problem. In other cases, it would suggest that such locations would not be the place to go. The end result would be a population aware of the existence of advisement services and more capable of using these services efficiently and successfully because of their knowledge of the kind of service provided.

Location of Guidance and Counseling Services:

Where do people go for educational advice and information? Respondents were asked to list sources of educational advice and information which they themselves had used (See Table 64). Major providers of adult education experiences, i.e. high schools, two year and four year colleges, were mentioned most frequently as the source of advice and information. Major sources accounting for the strong showing of other direct contact sources were government agencies, libraries and museums and employers. City and rural residents in Erie and Niagara Counties (26.5%; 26.5%) were less likely to use secondary schools than suburban residents (43.0%) and the residents in the four less densely populated counties (43.8%). The pattern of use follows the pattern of availability, since adult education programming is strongest in the high schools of the suburban schools and in the Southern Tier. The two-year college was a much more important factor in the south counties (23.4%) than in the north (10.0%). Apparently the activity of Jamestown Community College and Alfred Agricultural and Technical College, the two year institutions in the south, has produced this result. Four year colleges appealed to approximately twenty percent of the persons in all areas seeking advisement and information. Finally, the effect of other direct and indirect contact sources was mainly felt in Erie and Niagara Counties.

TABLE 64

Source of Adult Advisement and Information Used by Respondents*

Source	Total N	15+ response (percent)	total response (percent)
secondary school	123	38.0	42.9
two year college	47	12.6	16.4
four year college	93	21.9	32.4
other direct contact**		18.8	30.3
other indirect contact***		7.7	14.3

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*Column 1 lists percent of respondents naming a given alternative as their first response; column 2 gives the proportion of respondents mentioning the alternative as one of their top two information sources (i.e. secondary schools and colleges).

**Direct contact sources include: vocational schools, community organizations, libraries and museums, government agencies, professional organizations, labor, employers and other direct sources.

***Indirect contact sources include paper/magazine, mail, flyer, posted ads and other indirect sources.

G. CONCLUDING REMARKS

The summary of the recommendations which this research effort is making to the Western New York project were placed at the beginning of the report (pages 1-5). The recommendations address themselves to many of the particular shortcomings which were determined in 1974 to be those plaguing the postsecondary Continuing Education programs in this region:

1. an absence of clearly developed plans for meeting over-all continuing education needs of adults
2. uncoordinated program offerings among institutions
3. unequal distribution and ineffective utilization of existing strengths
4. irregular and inaccurate monitoring of emerging needs
5. a limited base of non-traditional delivery systems
6. unclear specializations among the area institutions
7. a dispersion of target populations over a very wide area
8. a reliance upon self-supporting programs
9. a limited number of professionals trained in continuing education and counseling of adults
10. some of the available resources are inaccessible to, or at least not accessed by, those segments of the population which could be aided through the adequate deployment of existing resources.

Now there is substantive data about this region available for utilization by the many interested organizations and institutions as they attempt to plan better and thus counter the problems listed above.

The regional organization, Program Impact, can utilize directly much of the information obtained in efforts to improve its continuation project, "The Western New York Information, Referral and Counseling Network" and in planning for subsequent project years. In the latter case, those recommendations concerning work-related educational activities (#'s 5, 12, 14, 17, 18, 20, 28, 29, 30) which together make up almost one third of the total, should probably be those of most immediate concern. Certainly, with a continuation of the high degree of interest and cooperation which the project has enjoyed to date, there will be assured much progress toward lifelong learning for everybody in the region.

V. APPENDICES

APPENDIX 1

THE SURVEY RESEARCH CENTER

THE STATE UNIVERSITY OF NEW YORK AT BUFFALO

State University of New York at Buffalo, founded in 1846 as the University of Buffalo, is the largest single unit and most comprehensive graduate center of State University. One of the first independent institutions of higher learning to be established in the United States, the University is headed by Robert Ketter, the eleventh chief executive officer of the University whose first chancellor was Millard Fillmore, 13th president of the United States.

Building upon more than a century of public service tradition, the University has developed rapidly as a state institution. No set of statistics can adequately portray the dimensions or significance of growth and change since the merger in 1962 of the University of Buffalo into the State University system, but a few representative figures will suggest the magnitude and direction of the University's evolution.

While the total enrollment has increased by 50 percent since 1962, the number of full-time undergraduates has grown by more than 50 percent and the full-time graduate student population has increased by some 450 percent. The number of degrees awarded has grown more dramatically. Compared with 1962, there has been an increase of about 350 percent in the number of Ph.D.'s awarded, 275 percent in Master of Arts, and nearly 200 percent in Bachelor of Arts. This last figure has another important implication: In 1967 alone, the University awarded roughly 10 percent of the total number of B.A. degrees in the entire history of the institution. Since the merger, in fact, over one-half of the total number of B.A.'s since the University's founding have been conferred.

Resources and facilities have also been greatly improved and enlarged. The number of volumes in the University Libraries has more than doubled in the eight years since the merger, and now is approaching two million. Numerous other research and support facilities have been developed, including the SUNY/Buffalo Survey Research Center.

The Survey Research Center (SRC/Buffalo) was established to provide an educational and field research facility for scholars associated with the University and other academic institutions, governmental and quasi-public agencies, and, under certain circumstances, private organizations. It offers the following research services:

(1) research design and consultation, (2) sampling, (3) instrument construction, (4) field interviewing and other forms of data gathering, (5) coding, key punching, and cleaning of data, (6) computerized data management and analysis, (7) retrieval of data from various social science data archives, (8) report preparation, and (9) program/project management. Clients may have any or all SRC services provided to them.

Structure

The SRC/Buffalo has arranged its internal operations by functional divisions and substantive program areas. There are two functional divisions: Field and Technical Services. The staffing of the Field Division is of necessity organized, aside from the core managerial and supervisory staff, around ongoing projects. The Technical Services Division is organized by functional sections. Currently these include a Programming Section and a Data Processing Section. Plans have been prepared for an Archival Section. The principal administrative and business management responsibilities are borne by the Director and Associate Director, assisted by a bookkeeper and a secretarial and clerical staff. They coordinate the activities of the functional divisions and substantive programs within the Center. The Associate Director, as Chief of Operations, is responsible for the internal integration and control of project planning and execution.

Study directors are responsible for each research project; they work in conjunction with the

Director and Associate Director/Chief of Operations, any appropriate program director, and the division directors, to design and execute data gathering and analysis operations suitable to the research problem at hand.

The tasks of the service divisions are as follows:

(1) Associate Director/Chief of Operations

The Office of the Associate Director/Chief of Operations is the hub of the SRC/Buffalo's ongoing research activities. It is the Center's primary working interface with substantive study directors and has a wide range of responsibilities: general management and coordination of all technical operations; development and maintenance of quality assurance programs; development and certification of forms, methods and instruments for data collection, processing and analysis; encouragement of procedural innovations throughout the Center. In addition, the Chief of Operations has a principal role in designing sampling procedures, estimating error and managing the several aspects of the sampling process.

(2) Field Division

SRC/Buffalo is a broadly-conceived field research organization. Its Field Division is capable of conducting general population sample surveys as well as surveys of elite populations and organizational units. The Division can also be utilized for enumeration, acquisition of records, observation of social interactions and for most other forms of field data collection. A sizable portion of the field staff is qualified to conduct depth interviews; all members of the field staff are accustomed to working with a wide range of structured instruments common to behavioral and attitudinal research. Personnel are drawn from a variety of racial, ethnic, and socio-economic backgrounds, and some are bilingual.

The Field Division, especially through its Director and supervisory staff, is responsible for recruiting, training, and supervising interviewers or other field data collectors, maintaining a permanent field staff, the field administration of instruments, pretesting instruments, making field assignments for projects, editing and validating completed work, and evaluating field personnel. Together with the Associate Director/Chief of Operations, the division also consults with study directors on instrument development and procedural specifications. The Field Division maintains suitable records of its study experiences and is concerned with promoting procedural developments and innovations.

The field staff varies in size with project requirements. Field staff activities are coordinated by the Field Director and, by project supervisory assistants. Field staff are available to travel throughout the United States, and contact is maintained with sources of supplementary personnel in locations throughout the country.

The Field Division adheres to the following general policies:

a) **Confidentiality:** Confidentiality is strictly maintained. The Center subscribes to the *Code of Professional Ethics and Practices* enunciated by the American Association for Public Opinion Research.

b) **Validation:** All field work is verified as to performance and validated as required by the Project Director, depending upon the content and size of the study. Verification ranges from 10-100% on a need basis and appropriate technical provisions for assessments of reliability and validity may be included.

c) **Call-backs:** When interviewing, the field staff is normally required to make a minimum of three call-backs before contacting the field office for further instruction. For some projects, as many as ten call-backs have been required.

d) **Editing:** All field work is carefully supervised and the field staff is required to fully edit all work before its acceptance by the Center. A proportion of each interviewer's work is re-edited in the Field Division before being released to the Data Processing Section of the Technical Services Division.

(3) Technical Services

The Technical Services Division is responsible for all data reduction and computer operations involving data collected by the Center or obtained from outside sources. These operations include documentation, coding, editing, keypunching, cleaning, alteration, analysis and archiving. The Division is responsible for supporting the sampling phase of SRC studies, including the development and maintenance of sampling frames for various kinds of populations.

The Technical Services Director, along with the Associate Director/Chief of Operations, serves as a liaison between the SRC and the SUNY/Buffalo Computing Center, between the SRC and organizations comprised of other survey and data archives organizations, and between the SRC and the Association for Computing Machinery (ACM). Cooperation with these organizations makes it possible for the SRC to match its documentation and coding conventions with well-accepted standards, informs the Center of new data sources, and keeps the Center abreast of recent developments in software and other aspects of computer technology.

The Division utilizes the SUNY/Buffalo Computing Center for its hardware needs. The Computing Center maintains a CDC-6400 (65, 536 60 bit-words) for servicing the scientific computing needs of the university. Associated with this computer are four 657 tape drives, fourteen 841 multiple disk drives, two 512 chain printers, a 405 card reader, a 415 card punch, two CALCOMP 470 plotters with tape input, and a 6602 operator display console. In addition there are two Univac 9300 remote terminals with printing and card reading capabilities located on the SUNYAB campus. The 6400 operates under the KRONOS 2.0 level 9 (soon to be level 11) operating system. A number of language processors are available, including, of course, FORTRAN IV (with a wide selection of efficient compilers), ALGOL 60 and COBOL.

The Computing Center also maintains a Univac 1108 (the CPU has 128,000 36-bit words and the Communications/Symbiant Processor has 64,000 8-bit bytes). Associated with it are five 8440 disk drives and one controller, a Uniservo 20 tape control unit, four Uniservo 16 tape drives, a Uniservo 12 tape drive, a 9300 card reader, a 604 card punch, two 768 upper case printers and a 716 display console.

Optical scanning equipment is maintained by the Computing Center, as are unit record equipment including an IBM 88 collator, 557 alphabetic interpreter, 84 sorter, and 519 reproducing punch. As required, the Division is also able to access hardware, including an IBM 370/165 computer, maintained by the Calspan Corporation Computer Center.

For computational activities not requiring large-magnitude processing capabilities, a variety of desk calculators are available in the SRC. These include an Olivetti-Underwood Programa 101 (a high speed electronic printing calculator operating under programmed instructions), and a Monroe 1710 calculator. A wide range of other equipment owned by the Departments of Psychology and Statistics and housed in the same building with the SRC are available.

The Technical Services Division is comprised of a Director, two operational sections (Programming and Data Processing), and one section in the planning stages (Archival).

The Programming Section is responsible for planning, writing, debugging, documenting, and maintaining all computer programs developed by the Center, and for acquiring, modifying, and maintaining programs developed elsewhere. The Section has developed a large number of general purpose programs designed for cleaning and editing data sets, selecting samples, altering data sets (subsetting, merging, recoding, and so forth) and for analyzing data using a variety of statistical techniques. To this library of SRC-generated programs has been added a number of others acquired from external sources, such as the Cooley-Lohnes series, SPSS (Statistical Package for the Social

Sciences), MAPS (Multiple Analysis Program System), and the BMD series. If and when OSIRIS (the package associated with the Inter-University Consortium for Political Research) is converted for CDC usage, that package will become part of the SRC library. The Section has access to the SUNY/Buffalo Computing Center's program library. The Section occasionally writes special-purpose programs for internal use and for users with unusual problems.

The staff of the Programming Section provides statistical expertise for devising methods of data analysis; it has an ongoing concern with methodological innovation and advancement of the state of computer applications in survey research. As a component of the SUNY/Buffalo Social Science Research Institute, the Section provides consultation to the social science community on a wide variety of computer applications problems, such as sampling, data management, and analysis. In order to support the consultation function, care is taken in recruitment to maintain a staff drawn from a variety of substantive fields.

The Data Processing Section has three basic functions – data reduction, computerized editing of data, and computer production runs for sampling and analysis.

Data reduction involves visual editing of self-coding instruments, coding and content analysis, and keypunching. Quality control in editing and coding is generally implemented by complete check-editing/coding or by independent coding. Occasionally this is done on a partial basis in order to measure, rather than eliminate, coding error. All data are keypunched twice and compared by computer.

In addition to comparing two keypunched versions of each data set, the computerized editing process includes a check for correct card sequence and a check for undefined codes and consistency errors. After resolution of all computer-detected errors, the SRC cleaning program is rerun to assure that all errors have been eliminated and no new errors have been introduced.

SRC Advisory Committee

An Advisory Committee of scholars appointed by the Provost of Social Sciences and Administration, but not restricted to that Faculty, reviews the activities of the Survey Research Center and deliberates regarding the scope and quality of its services, its research and educational activities, and publications.

Other Resources Available to the SRC

As a component of the Social Science Research Institute of the Faculty of Social Science and Administration, SUNY/AB the SRC/Buffalo has full access to the resources there. These include its Measurement Center and provisions for consultation with qualified substantive and methodological specialists elsewhere in the Faculty. In addition, faculty and students from many University departments are available to serve as study directors and research assistants.

The Center maintains a basic reference library and of course has access to the SUNY/AB libraries as well as to all other University services and facilities. Financial accounting services are provided via the Office of the Vice President for Operations and Systems and the Research Foundation of SUNY and, in certain cases, the University at Buffalo Foundation.

Use of Facilities

The Survey Research Center at Buffalo will make its services available to the academic community, and governmental, quasi-public, and some private organizations. Several criteria are employed to determine the acceptability of a project:

(1) the project must have either a scholarly purpose or be deemed of public policy importance;
(2) the results of the study shall be made public information within a reasonable period of

time and shall not accrue to the exclusive benefit of the sponsor;

(3) sources of financial support for any project must be acknowledged;

(4) study directors shall maintain primary control over all phases of the project and shall be free to reach warranted conclusions consistent with academic integrity;

(5) priority in the use of SRC/Buffalo facilities shall be given to the research undertakings of the State University of New York at Buffalo faculty and staff.

Note: Detailed recommendations and procedures for using SRC/Buffalo facilities may be obtained by requesting the pamphlet "Using the Facilities and Services of the Survey Research Center."

PRINCIPAL STAFF - SRC/BUFFALO

Raymond G. Hunt is Director of the Survey Research Center, and is Faculty Professor of Social Sciences and Administration at the State University of New York at Buffalo. He received his Ph.D. from the University of Buffalo where he was formerly Professor of Social Psychology and chairman for Graduate Studies in the Department of Psychology. He has also served as Acting Director of the Social Science Research Institute at SUNYAB and was previously Professor in the Department of Community Service Education, College of Human Ecology, Cornell University. Professor Hunt is a Fellow of the American Psychological Association and a member of the American Sociological Association, the American Association for the Advancement of Sciences, the Association of Research Administrators, and the Academy of Management. He is author or co-author of four books and of numerous articles and papers.

Joel S. Rose is Associate Director/Chief of Operations for the SRC/Buffalo and Head of the Computer Applications Group of the Social Science Research Institute. He is an affiliate of the Social Science Measurement Center and a member of its Executive Committee. He holds an M.A. degree in Political Science from the University of Missouri, where he was an NDEA Fellow, with specialties in theory, methodology, and comparative politics; he has done graduate work in Computer Science at SUNY/Buffalo. He has a strong background in mathematics and statistics, and extensive experience in programming, sampling, and data management and analysis activities. Mr. Rose is a member of the American Political Science Association and the Association for Computing Machinery.

Joseph Sedransk is Professor of Statistics and of Social Sciences and heads the Survey Research Center's Program in Social Statistics. He holds a Ph.D. degree in Statistics from Harvard University and was previously Professor of Statistics at the University of Wisconsin (Madison) and Visiting Professor with the Federal Reserve Board. A mathematical statistician specializing in sampling and survey statistics, Professor Sedransk is the author of numerous theoretical and applied papers in distinguished journals. He is member of the American Statistical Association and a Past President of its Iowa Chapter.

Florence R. Rosenberg is Assistant Professor of Social Science and Senior Research Associate in the Survey Research Center. She holds A Ph.D. in Sociology from the University of Maryland and was formerly Assistant Professor of Sociology at American University. A specialist in survey research methods, Dr. Rosenberg has done research in cancer detection and human development and has several published articles and papers. She is a member of the American Sociological Association.

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Charles C. McClintock is Acting Director of the Field Division for the Survey Research Center/Buffalo. He is a member of the American Psychological Association, the American Sociological Association, the Society for the Psychological Study of Social Issues, and the American Association for Public Opinion Research; he is currently completing work on his Ph.D. degree in Psychology at SUNYAB. He has taught in the Department of Psychology at SUNYAB and the State University College at Buffalo in the areas of statistics, personality theory and social psychology. He also has experience as a field interviewer for the Office of Econimic Opportunity and in clinical interviewing with the Psychological Clinic at SUNYAB. Mr. McClintock is the author of several research publications on the interview process and has served as Research Associate with the Social Science Research Institute and Assistant to the Director at the Survey Research Center.

John W. Welte is Programming Supervisor for the Survey Research Center/Buffalo. He holds degrees in chemistry and experimental psychology from Carnegie-Mellon University and SUNYAB. He has also done graduate work in computer science and industrial engineering and is presently completing his Ph.D. in experimental psychology. His experience includes positions as information specialist with the Technical Information Dissemination Bureau at SUNYAB, instructor of psychology in Millard Fillmore College, research assistant in the Psychology Department at SUNYAB and extensive experience as a computer programmer and data analyst. Mr. Welte is a member of the American Psychological Association, and has published on psychological topics in The Journal of Experimental Psychology and The Canadian Journal of Psychology.

Kunmi Kim is Data Processing Supervisor for the SRC/Buffalo. She holds a B.A. in Aesthetics from Seoul (Korea) National University and an M.A. in Philosophy from SUNYAB. She has pursued graduate study in survey research methods and worked as a Graduate Assistant in the Department of Philosophy at SUNYAB. Ms. Kim has had extensive experience in supervision, computerized data cleaning, data reduction, and instrument design.

To supplement its regular staff the Center maintains contact with various regular and ad hoc consultants to advise it concerning special research problems, particularly as these relate to minority populations. This staff includes Chief Ellsworth George, President of the Chief's Council of the Tonawanda Band of Seneca Indians. Other consultants advise the Center on matters relating to Black and other inner city miniority populations.

APPENDIX 2

Definition of ENAS Substrata

Substratum	Description	Number of DU's**
11*	city - non-white (13.5% or over non-white population)	0-40
12		41-90
13		91-250
21*	city - lower middle and lower (median family income less than $10,000) /white	1-30
22		31-50
23		51-70
24		71-100
25		101-250
31*	city-middle and above (median family income more than $10,000)/ white	0-20
32		21-35
33		36-60
34		61-100
35		101-250
41	suburban (within urbanized area, but not in a city) growth (a significant increase in number of households, 1970-1980, such as new apartment complexes, housing developments; projection was based on data gathered by Erie-Niagara Counties Regional Planning Board, a Courier-Express Analysis of the Economic and Social Characteristics of 265 Census tracts, and subjective judgment by SRC field personnel)	0-20
42		21-40
43		41-80
44		81-250
51	suburban - no growth	0-15
52		16-25
53		26-40
54		41-60
55		61-95
56		96-250
61	rural village (outside urbanized area, and defined as a place, by U.S. Census)	1-25
62		26-125
71	rural - open country (outside urbanized area and not in a U.S. census place)/growth	1-25
72		26-125
81	rural - open country/no growth	1-25
82		26-125

* Blocks in the city strata (11-35) were classified by characteristics of census tracts.

** (NUMBER OF DWELLING UNITS IS BASED ON 1970 U.S. CENSUS OR THE ESTIMATE MADE BY SRC FIELD PERSONNEL PRIOR TO THE ENUMERATION OF EARLY 1975.)

APPENDIX 3

Calculation of the ENAS Sampling Fraction:

The formula used to calculate the sampling fraction for the Erie-Niagara area survey was

$$\frac{a}{A} \times M_{hi} = m_{hi}$$

where a is the number of dwelling unit assignments expected to produce the required number interviews, A is the population of dwelling units in the master sample, M_{hi} is the population of dwelling units in the i^{th} block cluster of the h stratum and m_{hi} is the number of dwelling units chosen for sampling from the i^{th} block cluster in the h stratum.

Calculation of the ENAS Weight Factors:

As calculated for the northern region the weight factor for respondent m equals some constant k divided by the probability that respondent m from dwelling unit j in block cluster i of stratum h was selected for interviewing, i.e.,

$$W_m = \frac{k}{Pm}$$

where W_m = the weight factor for respondent m

k = a constant such that the average weight equals 1

and P_m = the probability of selection of respondent m

The probability of selection of respondent m is dependent on the probability of selection of the respondent's dwelling unit (i.e., some dwelling unit j in block cluster i of stratum h) and the number of eligible respondents within that dwelling unit.

$$P_m = \frac{P_j}{n_j}$$

where P_m = probability of selection of respondent m

P_j = probability of selection of dwelling unit j

and n_j = number of eligible respondents in dwelling unit j

The probability of selection of dwelling unit j in block cluster i of stratum h is in turn a multiplicative function of the probability of selection of block cluster i and the probability of selection of dwelling unit j, given that block cluster i is selected.

$$P_j = P_i \times P_j \text{ given } i$$

where P_j = probability of selection of dwelling unit j

P_i = probability of selection of block cluster i

and P_j given i = probability of selection of dwelling unit j given block cluster i is selected

The probability of selecting dwelling unit j given that block cluster i of stratum h is selected equals the number of dwelling units selected in block cluster i of stratum h divided by the number of dwelling units contained in block cluster i of stratum h.

$$P_j \text{ within } i = \frac{m_{hi}}{M_{hi}}$$

where P_j within i = probability of selection of dwelling unit j given block cluster i is selected

m_{hi} = the number of dwelling units selected within block cluster i

and M_{hi} = the number of dwelling units located in block cluster i

Finally the probability of selecting block cluster i in stratum h is computed by dividing the number of block clusters selected for sampling from stratum h by the number of block clusters in stratum h.

$$P_i = \frac{n_h}{N_h}$$

where P_i = probability of selection of block cluster i

n_h = the number of block clusters selected in stratum h

and N_h = the number of block clusters in stratum h

This means that the weight factor for an individual respondent is calculated according to the following formula:

$$W_m = \frac{k \times n_j}{\frac{n_h}{N_h} \times \frac{m_{hi}}{M_{hi}}}$$

where all quantities have been previously defined

APPENDIX [illegible]

SAMPLE RESPONDENT SELECTION KEY

SELECT A RESPONDENT FROM ADULTS 18 OR OVER:

ELIGIBLE MALES	NUMBER OF PEOPLE ELIGIBLE TO BE A RESPONDENT						
	2	3	4	5	6	7	8
0	YF	OF	2 YF	YF	2 YF	3 OF	4 OF
1	F	OF	M	2 OF	OF	2 OF	2 YF
2	OM	YM	YM	OF	OM	OM	OM
3		2 OM	YM	YF	2 OF	2 OF	OM
4			2 YM	2 YM	2 YM	2 OM	2 YF
5				2 OM	2 OM	2 YM	YM
6					2 YM	OM	OF
7						OM	2 OM
8							2 YM

KEY: O = OLDEST Y = YOUNGEST
M = MALE F = FEMALE 2,3,4 = SECOND, THIRD, FOURTH

APPENDIX 5

Needs Survey Questionnaire

Demographic section follows page B11

OFFICE USE ONLY

* * * * 01–04	* * 05–06	* * * * 07–10	1 1 11–12
project	file	respondent	card

1. Now I'd like to ask you about adult learning activity. What I mean by "adult learning activity" includes things like private lessons or independent and self-organized study activity using, for example, the library or television. It could also be a course or program of learning sponsored for senior citizens, or by a social, cultural or religious group, or by an industry or union. And it includes college courses, or courses at a business or technical school - all these kinds of things.

Have you ever participated in any of these kinds of adult learning activity other than your regular, full-time education? (IF NEEDED, REPEAT DEFINITION ABOVE)

1 yes (CONTINUE WITH 2)
2 no (SKIP TO 3)
8 don't know, no answer (SKIP TO 3) ☐ 13

2. How long has it been since you last took part in one of these kinds of learning activity? Would you say your most recent participation: (READ 1-5)

1 is at the present time, (SKIP TO 9)
2 was within the last two years, but not presently,
3 more than two but less than five years ago, (CONTINUE WITH 3)
4 five to ten years ago, or
5 more than ten years ago?
8 don't know, no answer ☐ 14

3. Have you made any concrete plans to take part in some adult learning activity or course of study? What I mean by "concrete plans" is that you've decided to take part in some learning activity and also have an idea where you want to take part in it.

1 yes (CONTINUE WITH 4)
2 no (SKIP TO 5)
8 don't know, no answer (SKIP TO 5) ☐ 15

4. What course of study or kind of learning activity will you sign up for or take part in at the next opportunity? (WRITE COURSES OR ACTIVITIES ON LINES BELOW)

a. ______________________________
____
b. ______________________________
____
c. ______________________________
____

OFFICE USE ONLY
SEE CODE B-1

a. ☐☐ 16-17
b. ☐☐ 18-19
c. ☐☐ 20-21

(SKIP TO 17)

5. Do you think you might be interested in taking an adult education course or some type of adult learning activity?

1 yes (CONTINUE WITH 6)
2 no (SKIP TO 8)
8 don't know, no answer (SKIP TO 45)

☐ 22

6. There are a lot of things that make it hard for adults to take courses or get involved in adult learning activities. What would you say are the things that keep you from learning what you want to learn? (PROBE:) Are there any other things?

____

____

____

____

____

____

____

____

____

____

OFFICE USE ONLY
SEE CODE B-2

a. ☐ 23	b. ☐ 24	c. ☐ 25
d. ☐ 26	e. ☐ 27	f. ☐ 28
g. ☐ 29	h. ☐ 30	i. ☐ 31
j. ☐ 32	k. ☐ 33	l. ☐ 34
m. ☐ 35	n. ☐ 36	o. ☐ 37
p. ☐ 38	q. ☐ 39	r. ☐ 40
s. ☐ 41	t. ☐ 42	u. ☐ 43
v. ☐ 44	w. ☐ 45	x. ☐ 46
y. ☐ 47		

(IF R MENTIONS HEALTH PROBLEM OR DISABILITY, CONTINUE WITH 7; IF NOT SKIP TO 16

7. (IF NOT OBVIOUS ASK:) What is the nature of your (health problem/ disability)?
(WRITE IT ON LINES BELOW)

____

____

OFFICE USE ONLY
SEE CODE B-3

☐☐ 48-49

(SKIP TO 16)

8. What would you say is the reason you don't want to take part in any adult learning activity? (PROBE:) Is there any other reason? (WRITE REASONS ON LINES BELOW)

a. ____

____

b. ____

____

OFFICE USE ONLY
SEE CODE B-4

a. ☐☐ 50-51

b. ☐☐ 52-53

(IF R HAS PARTICIPATED IN ADULT EDUCATION ACTIVITIES; SKIP TO 16; IF R HAS NOT PARTICIPATED IN ADULT EDUCATION ACTIVITIES; SKIP TO 45)

9. Which of the following best describes the method of instruction that's mainly being used in the educational activity you're taking part in? Would you describe it as: (READ 01-07)

01 a classroom lecture,
02 field work or on-the-job training,
03 individual lessons from a private teacher,
04 a correspondence course,
05 group discussion or activity,
06 electronic media such as radio or TV, or
07 studying on your own?
97 other (SPECIFY:) ______________________________

____
98 don't know, no answer ☐ 54-55

10. How do you feel about this method of instruction? Would you say you: (READ 1-4)

1 like it very much,
2 like it somewhat,
3 dislike it somewhat,
4 dislike it a lot?
8 don't know, no answer ☐ 56

11. What is it that you (like/dislike) about the method? (PROBE:) Is there anything else?

a. ______________________________________

____

b. ______________________________________

____

OFFICE USE ONLY
SEE CODE B-5

a. ☐☐ 57-58

b. ☐☐ 59-60

12. Do you receive financial assistance for your present educational activity, is it free of charge, or do you pay in full for it? (IF R RECEIVES FINANCIAL ASSISTANCE, SAY:) Does the financial assistance cover all or part of your educational activity expenses?

1	assistance in part	(CONTINUE WITH 13)
2	assistance in full	
3	free educational activity	
4	pay in full	(SKIP TO 15)
8	don't know, no answer	

☐ 61

13. Is it necessary that the educational activity you get (financial assistance for/to take free of charge) be related to your job, or can you take any course or activity you want?

1 yes, must be job related
2 no job related condition
8 don't know, no answer

☐ 62

14. From what source do you get (financial assistance/free course offerings)? (GET SPECIFIC NAME OF EMPLOYER/AGENCY/INSTITUTION; IF MORE THAN ONE, ASK FOR MAJOR SOURCE. WRITE NAME ON LINE BELOW)

____

OFFICE USE ONLY
SEE CODE B-6

☐☐ 63-64

(IF REIMBURSED IN FULL OR TAKING FREE COURSE, SKIP TO 16)

15. How much do you have to pay for your adult education activity or course? (IF MORE THAN ONE, GET AVERAGE ESTIMATE)

1 $0 - .99
2 $1.00 - 29.99
3 $30.00 - 59.99
4 $60.00 - 89.99
5 $90.00 - 119.99
6 $120.00 or more
8 don't know, no answer

☐ 65

16. What things (did you study/are you studying/would you be interested in learning about)? (PROBE:) Any others? (WRITE SUBJECT AREAS ON LINES BELOW)

a. ____
____

b. ____
____

c. ____
____

OFFICE USE ONLY
SEE CODE B-1

a. ☐☐ 66-67
b. ☐☐ 68-69
c. ☐☐ 70-71

17. What would you say is the reason you (have participated/are participating/would like to participate) in learning activities or courses? (IF NEEDED:) I mean, for example, how (was learning/is learning/would learning be) satisfying or helpful to you? (PROBE:) Is there any other reason? (WRITE REASONS ON LINES BELOW)

a. ____
____

b. ____
____

c. ____
____

OFFICE USE ONLY
SEE CODE B-7

a. ☐☐ 72-73
b. ☐☐ 74-75
c. ☐☐ 76-77

OFFICE USE ONLY

* * * *	01–04	* *	05–06	* * * *	07–10	1 2	11–12
project		file		respondent		card	

18. (Have you been/Are you/Would you like to get) involved in an adult learning activity or course of study that (led/will lead/would lead) to your qualifying for and getting a new kind of job or starting a new career?

    1 yes (CONTINUE WITH 19)
    2 no (SKIP TO 21)
    8 don't know, no answer (SKIP TO 21) ☐ 13

19. There are a number of things about an educational activity that might help someone successfully change jobs or start a new career. I'll read several of them, and I'd like you to tell me how important you think each (was/will be/would be) to you in successful preparation for a new job or career. Tell me if you think it (was/is/would be): (READ 1-3; READ a.-d., REPEAT 1-3 AS NECESSARY)

    1 very important,
    2 somewhat important, or
    3 not important.
    8 don't know, no answer

    a. The first is acquiring new skills and knowledge.................. ☐ 14

    b. The next is getting help and advice from counselors and instructors.. ☐ 15

    c. The next is learning to feel at home among people with similar interests and goals....... .... ☐ 16

    d. The last is feeling new confidence in yourself.................. ☐ 17

20. What (was/is) the reason you (were/are/would be) interested in getting a new kind of job or starting a new career? (PROBE:) Is there any other reason? (WRITE REASONS ON LINES BELOW)

a. ____

____

b. ____

____

OFFICE USE ONLY
SEE CODE B-8

a. ☐☐ 18-19

b. ☐☐ 20-21

21. Which of the following best describes the method of instruction you would prefer (had been/to be) used in teaching the kind of subject you (studied/are studying/would like to study)? Would you say you prefer: (READ 01-07)

01 a classroom lecture,
02 field work or on-the-job training,
03 individual lessons from a private teacher,
04 a correspondence course,
05 group discussion or activity,
06 electronic media such as radio or TV, or
07 studying on your own?
97 other (SPECIFY:) ____________________
____

(CONTINUE WITH 22)

98 don't know, no answer (SKIP TO 23)

☐ 22-23

22. Why would you (have preferred/prefer) this method of instruction? (IF NEEDED:) What is it that you (like/would like) about this method? (PROBE:) Anything else? (WRITE REASONS ON LINES BELOW)

a. ____

____

b. ____

____

OFFICE USE ONLY
SEE CODE B-5

a. ☐☐ 24-25

b. ☐☐ 26-27

23. Which of the following kinds of people (would you have preferred/do you prefer/would you prefer) to be with for classes or other educational activities? (Did/Do/Would) you prefer a group made up of: (READ 1-3)

1 your friends,
2 college age young people, or
3 new people of different ages and types?
7 other
8 don't know, no answer

☐ 28

24. Do you think some kind of formal credit should be given for finishing work in the subject area you (studied/are studying/would like to study)?

1 yes (CONTINUE WITH 25)
2 no
8 don't know, no answer
(SKIP TO 26)

☐ 29

25. What kind of credit do you think should be given? Do you think it should be: (READ 1-6)

1 a certificate of satisfactory completion,
2 credit toward a high school diploma,
3 credit toward getting or maintaining a skill certificate or license,
4 credit toward a 2 year college degree,
5 credit toward a 4 year college degree, or
6 credit toward an advanced degree?
7 other (SPECIFY:) ______________________________

____
8 don't know, no answer

☐ 30

26. Who do you think could best sponsor and conduct courses or learning activity in the particular subject area you (have studied/are studying/would like to learn about)? (IF NEEDED:) What organization or group do you think would do the best job for what you're interested in? (WRITE BEST SPONSOR ON LINE BELOW)

____

OFFICE USE ONLY
SEE CODE B-9

☐☐ 31-32

27. What would (have been/be) the best location of learning activities for you? (IF NEEDED:) What particular place would (have been/be) best for you? (WRITE LOCATION ON LINE BELOW)

____

OFFICE USE ONLY
SEE CODE B-10

☐☐ 33-34

28. Do you know of any places where adult educational advisement can be obtained or of any sources of information about education for adults?

1 yes (CONTINUE WITH 29)
2 no (SKIP TO 32)
8 don't know, no answer (SKIP TO 32)

☐ 35

29. Have you ever used any educational advisement service or any information source for educational matters?

1 yes (CONTINUE WITH 30)
2 no (SKIP TO 32)
8 don't know, no answer (SKIP TO 32)

☐ 36

30. What are the places where you've gotten educational advisement or information? (PROBE:) Is there any other place? (WRITE PLACES ON LINES BELOW)

a. ____

____

b. ____

____

OFFICE USE ONLY
SEE CODE B-11

a. ☐☐ 37-38

b. ☐☐ 39-40

31. How helpful would you say the advisement or information you've received on educational matters has been to you? Would you say it has been: (READ 1-3)

1 very helpful.
2 somewhat helpful, or
3 not at all helpful?
8 don't know, no answer

☐ 41

32. Would you like to talk to someone who can give you advice and information on educational matters?

1 yes (READ EXPLANATION BELOW, THEN CONTINUE WITH 33)
2 no (SKIP TO 34)
8 don't know, no answer (SKIP TO 34)

☐ 42

(IF YES, SAY:) If you'd like to write it down, I'll give you the address and phone numbers of Program Impact. Program Impact is sponsored by the State Education Department and is concerned with the educational needs of adults in Western New York. They don't actually give advisement on educational matters, but they will be able to refer you to an appropriate source of information and advisement that may be helpful to you in fulfilling your educational interests and goals.

The address is: Program Impact
Foster Hall, Room 325
3435 Main Street
Buffalo, New York 14214

The phone numbers are: area code (716)831-4834
(716)831-4835

33. How can an adult educational advisement or information service help you? (IF NEEDED:) What kinds of things do you need to know about or need help with in order to better pursue learning activities you're interested in? (WRITE NEEDS ON LINES BELOW)

a. ______________________________
____

b. ______________________________
____

c. ______________________________
____

OFFICE USE ONLY
SEE CODE B-12

a. ☐☐ 43-44
b. ☐☐ 45-46
c. ☐☐ 47-48

34. (Did/Does/Would) the location of the educational activities you (participated/ are participating/would like to participate) in cause a transportation problem for you, a parking problem, or both?

1 yes, transportation
2 yes, parking
3 yes, both
(CONTINUE WITH 35)
4 no
8 don't know, no answer
(SKIP TO 36)
☐ 49

35. Would you say the problem (interfered/interferes/would interfere), I mean in terms of your willingness or ability to participate in adult learning activities or courses?

1 yes
2 no
8 don't know, no answer
☐ 50

36. How much time (did you/do you/would you be willing to) spend traveling to the educational activity you (were/are/would be interested in) taking part in? (ENTER TIME IN MINUTES FOR ONE WAY TRIP)

97 ninety-seven minutes or more
98 don't know, no answer
☐ 51-52

37. How far (did you/do you/would you be willing to) travel? (ENTER DISTANCE TO THE NEAREST WHOLE MILE FOR ONE WAY TRIP)

97 ninety-seven miles or more
98 don't know, no answer
☐ 53-54

38. (Did/Do/Would) things like street lighting and safety on the streets at night make a difference to you in your willingness or ability to participate in adult learning activites or courses?

1 yes
2 no
8 don't know, no answer
☐ 55

39. If you could (have made/make) convenient arrangements for taking care of children or, perhaps, other dependents, would this (have made/make) it easier for you to take part in adult learning activities?

1 yes
2 no
8 don't know, no answer

☐ 56

40. What time of the year (did/do/would) you prefer for taking part in adult learning activities or courses? (Did/Do/would) you prefer the period from: (READ 1-5)

1 September to December,
2 January to May,
3 the whole time from September to May,
4 June to August, or
5 (didn't/doesn't /wouldn't) it matter?
8 don't know, no answer

☐ 57

41. In what part of the week (did/do/would) you prefer to take part? (Did/Do/Would you prefer: (READ 1-5)

1 Monday thru Friday,
2 the weekend,
3 Saturday only,
4 Sunday only, or
5 (didn't/doesn't/Wouldn't) it matter?
8 don't know, no answer

☐ 58

42. What part of the day (was/is/would be) best for you? (Did/Do/Would) you prefer (READ 1-7; READ TIME RANGES IN PARENTHESES FOR ADDITIONAL EXPLANATION ONLY IF NEEDED)

1	early morning,	(7:00-10:00am)
2	late morning,	(10:00am-12:00noon)
3	around noontime,	(10:00am-2:00pm)
4	early afternoon,	(12:00noon-3:00pm)
5	late afternoon,	(3:00-6:00pm)
6	evening, or	(6:00-10:00pm)
7	(didn't/doesn't/wouldn't) it matter?	
8	don't know, no answer	

☐ 59

43. What is the most you would be willing to pay for an adult learning activity of the kind you (have taken/are taking/would like to take)? (IF NEEDED:) How muc would the activity be worth to you in dollars?

1 $0 - .99
2 $1.00 - 29.99
3 $30.00 - 59.99
4 $60.00 - 89.99
5 $90.00 - 119.99
6 $120.00 or more
7 whatever the course costs
8 don't know, no answer

☐ 60

44. If you had enough financial aid or could get free courses or lessons, how many hours per week do you think you'd like to spend on learning activities? (ENTER HOURS TO NEAREST WHOLE HOUR)

98 don't know, no answer

☐ hours/we
61-62

45. In general, do you think that adult educational activities should be supported with public money?

1 yes (CONTINUE WITH 46)
2 no (SKIP TO 47)
8 don't know, no answer (SKIP TO 47)

☐ 63

46. How much of the cost of an adult's educational activities do you think should be paid for with public money? Would you say it should be: (READ 1-4)

1 less than half,
2 about half,
3 more than half, but not all, or
4 all of the cost?
5 amount based on need
8 don't know, no answer

☐ 64

47. What is your Zip code? (ENTER ZIP CODE ON LINE BELOW)

____

OFFICE USE ONLY
SEE CODE B-13

☐☐ 65-66

SECTION N

OFFICE USE ONLY

project	file	respondent	card
* * * * 01–04	* * 05–06	* * * * 07–10	5 1 11–12

1. (RECORD R'S SEX: DO NOT ASK; IF POSSIBLE DETERMINE SEX FROM RESPONDENT SELECTION KEY, OTHERWISE ESTIMATE ON BASIS OF R'S VOICE)

   1 male
   2 female

   ☐ 13

2. Now, for classification purposes, I need to ask you some background questions. First, in what year were you born?

   9998 don't know, no answer

   ☐ 14–17

OFFICE USE ONLY

9 9 18–19

3. Which of the following best describes your current employment situation? Are you employed full-time, employed part-time, temporarily laid off, or not employed at the present time?

   (IF R ANSWERS "PART-TIME", ASK:) Are you looking for full-time employment?

   (IF R ANSWERS "NOT EMPLOYED AT PRESENT TIME", ASK:) Are you looking for work?

   1 employed full-time,
   2 employed part-time, and looking for full-time work,
   3 employed part-time, but not looking for full-time work,
   4 temporarily laid off,
   5 not employed, and looking for work,

   (SKIP TO 5)

   6 not employed, and not looking for work (CONTINUE WITH 4)
   8 don't know, no answer (SKIP TO 7)

   ☐ 20

4. For what reasons are you not looking for work?

1 retired
2 disabled or ill
3 gave up looking for work
4 a housewife
5 a student
7 other
8 don't know, no answer

☐ 21

5. **What (is/was) your (present/most recent)** occupation?

(IF UNCLEAR, PROBE FOR SPECIFIC INFORMATION, E.G., JOB TITLE, KIND OF WORK)

____

____

____

(IF NONE, SKIP TO 7; OTHERWISE CONTINUE WITH 6)

OFFICE USE ONLY

SEE CODE N-1

☐☐☐ 22-24

SEE CODE N-2

☐☐☐ 25-27

6. (IF NOT OBVIOUS, ASK:)
In what kind of business or industry (is/was) that?

____

____

7. How many years of school have you completed?

(REGULAR, FORMAL, ACADEMIC EDUCATION ONLY)

____

(IF 11 OR LOWER, SKIP TO 9; OTHERWISE, CONTINUE WITH 8)

OFFICE USE ONLY

SEE CODE N-3

☐☐ 28-29

8. What is the highest degree or diploma that you have received?

1 high school
2 2-yr. or associate degree
3 bachelor's
4 master's
5 Ph.D. or professional degree
7 other
8 don't know, no answer

☐ 30

9. Have you had any other training such as vocational training or an apprenticeship? (IF YES, ASK:) Did you receive any diploma, certificate or license from that training?

1 training, received diploma
2 training, no diploma
3 no training
8 don't know, no answer

☐ 20

OFFICE USE ONLY

9 32

10. What is your religious preference?

____

(IF PROTESTANT, ASK:) What denomination?

____

OFFICE USE ONLY
SEE CODE N-4

☐☐ 33-34

11. a. What is your race? (IF R GIVES MORE THAN ONE, ASK WHICH ONE R IS MOST LIKELY TO IDENTIFY WITH)

1 white, including Spanish
2 Oriental
3 black
4 American Indian
(SKIP TO 12)
8 don't know, no answer (CONTINUE WITH 11b.)

☐ 35

b. (RECORD IMPRESSION FROM VOICE)

____

12. From what country or countries did your ancestors come?

____

____

(IF MORE THAN ONE COUNTRY, ASK:) Which one of these countries are you (more/most) likely to identify with?

____

OFFICE USE ONLY
SEE CODE N-5

☐☐☐ 36-38

13. Are you married, divorced, separated, widowed, or have you never been married?

1 married
2 divorced
3 separated
4 widowed
5 never married
8 don't know, no answer

☐ 39

14. (ASK ONLY IF IN YOUR JUDGEMENT R WILL NOT BE INSULTED)

How many children do you have?

98 don't know, no answer
99 not asked

☐ 40-41

OFFICE USE ONLY

9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

42—60

15. Altogether how many people live in your home?

98 don't know, no answer

☐ 61-62

OFFICE USE ONLY

9	9	9

63-65

16. As nearly as you can remember, what was your total household income, before taxes, from all sources for the last year? (RECORD RESPONSE ON LINE; IF R ISN'T SURE, ASK FOR BEST GUESS OR RANGE)

OFFICE USE ONLY
SEE CODE N-6

66-69

OFFICE USE ONLY

9	9	9	9	9	9	9	9	9	9	1

70—80

SECTION Z

Thank you very much for your time and help.

In case my office needs to verify that this interview took place, may I have your name?

R's name: ________________________________

R #: ________________________________